

TEACHER EDUCATION HANDBOOK

LYON COLLEGE TEACHER EDUCATION

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2014 – 2015

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Lyon College Teacher Education

Dear Future Teacher:

Welcome to Teacher Education at Lyon College! I hope you will find it an exciting place to be. Lyon College has reshaped the traditional way of preparing teachers. Our program, which is accredited by the National Council for the Accreditation of Teacher Education (NCATE), requires teacher education students to complete a major in one selected from most of the liberal arts disciplines while also pursuing their education studies. The mission of the Lyon College teacher preparation program, developed with colleagues from our partnership school districts is: "The Education of the Whole Person BUILT on the foundation of Liberal Arts."

As you progress through the program, you will develop competence by gaining expertise in a content area and then build on that by learning about education theory and its application. You will work with faculty, mentor teachers, children, and your fellow students to learn how to teach.

This handbook was designed to provide you with information you will need regarding our policies, procedures, and requirements. Please keep this handbook as a reference throughout the program. If you have questions, please contact your education advisor or the Director of Teacher Education.

The faculty and staff are pleased you are here, and we want your experience to be a positive one. We look forward to helping you become a teacher who goes out and makes a difference!

Sincerely,

A handwritten signature in cursive script that reads "Kimberly Crosby".

Kimberly Crosby

Director of Teacher Education

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Liberal Arts Teacher Education Committee

The Teacher Education Program at Lyon College values its strong relationship with surrounding school districts. These strong relationships give us significant input from school-based practitioners into the work of the Liberal Arts Teacher Education Committee. This committee serves as a policy-making and advisory group for the Lyon College Teacher Education Program.

Partner School Districts

Lyon College places candidates with qualified mentor teachers in three partner school districts: *Batesville, Southside and Cave City*. Lyon will consider placing candidates in other districts if an experienced teacher is available to collaborate and an agreement can be reached with the district.

The student internship experience is the culminating activity for teacher education candidates. The application in the classroom of methodology and learning theory is for many the highlight of their college years of coursework. ***The time spent with mentor teachers is invaluable*** in providing models that will be the basis for developing individual philosophies and personal conceptions of what education for all children ought to be.

LYON COLLEGE

CONCEPTUAL FRAMEWORK *for* TEACHER EDUCATION

*The Education of the Whole Person BUILT
on the Foundation of Liberal Arts*

BE wise consumers of
education research

UNDERSTAND and address inequities in
the classroom as they relate to race,
gender, and social class

INSTRUCT using technology skills

LEAD in the continuous improvement
of schools

TEACH effectively at the appropriate instructional
level

THE LIBERAL ARTS FOUNDATION

*Lyon College teacher education candidates should be
liberally educated and take liberal arts knowledge, skills
and dispositions into the classroom.*

LYON COLLEGE TEACHER EDUCATION PROGRAM CONCEPTUAL FRAMEWORK

Our Mission

*“The Education of the Whole Person **BUILT** on the Foundation of Liberal Arts”*

Our Vision

We believe that each child, regardless of gender, race, creed, family background or socioeconomic status, has a right to be taught by a qualified teacher, a teacher who can help each child become all he or she can become. Our intent is to create a program for teachers that will bring that vision into practice.

Grounding the Vision

Our vision is grounded in the principles that follow:

1. Qualified Teachers Need a Liberal Education.

Sharing the NCATE vision of qualified teachers, Lyon College insures that its graduates, who become licensed teachers, have completed a liberal education by requiring them to major in a liberal arts discipline while completing a liberal general education program. We believe that liberally educated people are, as the college mission states, “thoughtful, inquisitive, critical and creative” men and women with ingrained “habits of reasoned thought,” and virtues of “honesty, fairness, and respect” for others. Lyon wants candidates with these dispositions to become teachers and future leaders in our schools.

2. Qualified Teachers Need Pedagogical Skill.

Evidence shows that subject matter knowledge is not enough for effective teaching. Teachers must also understand and be able to apply the growing knowledge base of pedagogy. Accordingly, the heart of our teacher education program is a series of observation, participation, and internship experiences that will prepare better practitioners.

3. Qualified Teachers Need to Model and Encourage Critical Thinking.

Learning to think critically enables children to become responsible citizens able to respect differing points of view and to appreciate the contributions of diverse peoples. Liberally educated teachers provide children with an academic foundation that cultivates their critical thinking skills.

Conceptual Framework Expanded

INTRODUCTION

To facilitate excellence in teaching, the Lyon College Teacher Education program seeks to provide an environment conducive to the preparation of competent, qualified teachers for today's schools. The model is "**the education of the whole person**" based on the foundation of the liberal arts. The Education program supports the mission of the College in its endeavors to develop creative and thoughtful leaders.

Lyon College graduates of teacher education concentrations and the Early Childhood Major will achieve the following outcomes:

1. ***Be wise consumers of educational research by***
 - a. Applying current research to improve teaching and learning
 - b. Using research to make data-based decisions
 - c. Designing, conducting and communicating the results of their own studies
2. ***Understand and address inequities in the classroom, as they relate to race, gender, and social class by***
 - a. Teaching in culturally relevant ways that affirm every students capacity to learn
 - b. Creating classroom learning environments that provide all students opportunities to learn
 - c. Using a variety of approaches to assessment of learning
3. ***Instruct using technology skills by***
 - a. Identifying, using and assessing instructional technology
 - b. Developing in students the ability to use instructional technology
4. ***Lead in the continuous improvement of schools by***
 - a. Communicating well with students, parents, and community members
 - b. Working sensitively with diverse students, parents, and community members
 - c. Collaborating effectively with peers and administrators in cooperative teaching/learning teams
5. ***Teach effectively at the appropriate instructional level by***
 - a. Identifying students' developmental levels
 - b. Applying a knowledge of child and adolescent growth and development at the appropriate instructional level
 - c. Using a variety of teaching/learning strategies at the appropriate developmental level
6. ***Be liberally educated and take liberal arts knowledge, skills and dispositions into the classroom by***
 - a. Demonstrating proficiency in reading, writing, speaking
 - b. Having a general knowledge of several liberal arts disciplines and by being able to integrate their content into lessons they teach
 - c. Demonstrating intellectual ability in a liberal arts major
 - d. Fostering critical and creative thinking in their students
 - e. Demonstrating ethical professional behavior
 - f. Demonstrating enthusiasm for teaching and learning
 - g. Fostering a love of lifelong learning

Acceptance into Student Internship Lyon College Teacher Education Program

Admission Requirements

Requirements for admission to the Liberal Arts Teacher Education Concentration (LATEC)

There are three transition points in the teacher education program at Lyon College.

Pre Admission Requirements – Transition One – Enrolling for Practicum I and II
<p>Requirements:</p> <p>Documentation of a 2.5 GPA from Lyon or a Transfer Institution (Will require a minimum cumulative GPA of 2.75 beginning in Fall 2015)</p> <p>Passing scores on all parts of Praxis CORE exam (May substitute ACT scores for reading and math if composite score is 24 or above and subscores in those areas are 22 or above. Must still earn a passing score on the writing portion of the Praxis CORE.)</p> <p>Recommendations:</p> <p>Formal declaration of education as a major or added concentration</p> <p>Completion of EDU 202 Overview of Teaching (or comparable transfer course) with a C or better grade</p>

Admission to Internship – Transition Two – LATEC Interview	
The following materials are to be assembled and turned in electronically prior to the admission to internship interview and will be stored by Lyon with the Senior e-portfolio submission.	
Application for Internship Admission and Student Information Form	
Philosophy of Education Statement from EDU 202 or from transfer students a typed statement explaining why you want to be a teacher	
Electronic Copy of Praxis CORE scores	
Video sample of student instructing children of appropriate age and in an appropriate field of study	
Three candidate recommendation forms – will be submitted on Survey Monkey by references	
Three graded lesson plans from Practicum I and II	
<p>Lyon Transcript documenting <i>at least</i> a 2.5 cumulative GPA (Will require a minimum cumulative GPA of 2.75 beginning in Fall 2015)</p> <p>**Transcript should also document at least a “C” grade in English Composition, College Algebra or higher math course, and in Overview of Teaching</p>	<p><i>Note: The required GPA for admission to the internship and for successful completion of the program will be calculated based on LYON coursework only. Transferred credits are not included in the cumulative GPA calculation. Students not meeting the minimum GPA requirement may request an interview for admission to internship upon obtaining it.</i></p>

Students who meet these criteria and who are approved by LATEC through an interview process will be admitted to the Senior Year Internship Program.

Exit from Program - Transition Three – Internship Materials
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P-4 EARLY CHILDHOOD MAJOR CURRICULUM

Applicable to currently enrolled students only

The Early Childhood Education Major (P-4)

The Early Childhood Education major at Lyon is designed to prepare students to be effective, committed, caring teachers on the early childhood level. Through a course of study grounded in the liberal arts, the major, which is taken concurrently with a liberal arts major, fosters intellectual skills, humane instincts, and an understanding of both the material to be taught and the developmental processes of children. Students wishing to major in Early Childhood Education must be formally admitted by the Liberal Arts Teacher Education Committee. Students interested in early childhood licensure may choose from some of the liberal arts majors offered at Lyon to accompany this major.

Requirements for a Major in Early Childhood Education

PSY 101	Introduction to Psychology	3 credits
EDU 202	Overview of Teaching	3 credits
EDU 215	Survey of Early Childhood Education	3 credits
PSY 339	Learning & Cognition	3 credits
EDU 325	Practicum I	1 credit
EDU 326	Practicum II	1 credit
EDU 335	Educating Diverse and Exceptional Learners	2 credits
PSY 310	Child & Adolescent Development	3 credits
EDU 324	Children's Literature	3 credits
HIS 366	Arkansas in the United States	3 credits
EDU 461	Methods of Integrating Liberal Arts into Early Childhood: Literacy and Social Studies	2 credits
EDU 462	Methods of Integrating Liberal Arts into Early Childhood: Mathematics and Science	2 credits
EDU 463	Methods of Integrating Liberal Arts into Early Childhood: Visual and Performing Arts	2 credits
EDU 495	Student Internship*	8 credits (4+4 in F,S)

*A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics such as:

Creating a Learning Environment; Instructional Materials, Media, and Technology; Curriculum Development; Instructional Strategies; Constructive Assessment; Character Education; Educational Foundations; First Aid/Wellness/Crisis Intervention; Exceptional Children; Multicultural Education; and School Law

Total Credits

39 credits

***In order to receive a final grade on the internship, students must submit scores for Praxis II.**

*NOTE: It is highly recommended that students take no more than **two 3- or 4-hour** academic courses in addition to education courses during the senior year. Students should plan their curricula accordingly in preparation for their senior year.*

Name: _____ ID# _____

Lyon College Advising Sheet
B.A. Early Childhood Education: P-4

CORE CURRICULUM: (48-51 credits)

Proficiency Requirements:	_____3	English 101	English Comp I
	_____3	English 102	English Comp II
	_____3	Math 101	College Algebra
	_____3 and _____3	101 and 102	FRN, SPN, or FGN

Distribution Requirements:

Two from the following:

3_____ ANT 101	Intro to Cultural Anthropology	3_____ ECO 101	Principles of Economics I
3_____ POL 101	US Govt & Politics	3_____ PSY 101	Intro to Psychology*

One from the following:

3_____ ART 101	Intro to Visual Arts	OR	3_____ MUS 105	Language of Music
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One from the following:

3_____ ENG 110	Intro to West Lit	OR	3_____ THE 101	Intro to Theatre
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Two in different disciplines, from the following:

4_____ BIO 100/L	Biology in Context & Lab	4_____ BIO 110/L	Princ of Biology I & Lab
4_____ CHM 100/L	Chemistry in Context & Lab	4_____ CHM 110/L	General Chemistry I & Lab
4_____ PHY 210/211	General Physics I & Lab	4_____ PHY 240/241	Fund of Physics & Lab
4_____ MTH 110	Elementary Functions	3_____ MTH 115	Discrete Mathematics
4_____ MTH 210	Calculus I		

One from the following:

3_____ RPH 110	Old Testament	3_____ RPH 120	New Testament
3_____ RPH 130	Intro to Christian Theology	3_____ RPH 140	Intro to World Philosophies
3_____ RPH 150	World Religions		

Sophomore Sequence

One from the following:

3_____ HIS 201	Western Civilization I	3_____ RPH 201	Western Intellec Tradition I
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One from the following:

3_____ HIS 202	Western Civilization II	3_____ RPH 202	Western IntellecTradition II
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Physical Education Requirements

1_____ PED 101	Physical Fitness (freshman year)	1_____ PED	activity class (sophomore)
_____	Junior year option	_____	Senior year option

Approved by:

Student: _____ Major Advisor: _____

2nd Major Advisor: _____ Division Chair: _____

The Early Childhood Major (P-4)

The Early Childhood Education major at Lyon is designed to prepare students to be effective, committed, caring teachers on the early childhood level. Through a course of study grounded in the liberal arts, the major, which is taken concurrently with a liberal arts major, fosters intellectual skills, humane instincts, and an understanding of both the material to be taught and the developmental processes of children.

Requirements for a Major in Early Childhood Education

	Course Number	Course Name	Credits	Semester Offered Indicate Year
	PSY 101	Introduction to Psychology* (can satisfy core requirements)	3	F, S
	EDU 202	Overview of Teaching	3	F
	EDU 215	Survey of Early Childhood Education	3	S
	EDU 324	Children's Literature	3	S
	EDU 325	Practicum I	1	F
	EDU 326	Practicum II	1	S
	HIS 366	Arkansas in the United States	3	
	PSY 310	Child and Adolescent Development	3	F
	PSY 339	Learning & Cognition	3	S
	EDU 335	Educating Diverse and Exceptional Learners	2	F
	EDU 463	Methods of Integrate L.A. – Creative, Perform Arts, Wellness	2	S (Jr. Year w/ Practicum II)
	EDU 461	Methods of Integrate L.A. - Literacy and Social Studies	2	F
	EDU 462	Methods of Integrate L.A. – Math/Science	2	F
	EDU 495	Student Internship**	8	8 credits (4+4 in F,S)

Total

39 credits

**A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics. In order to receive a final grade on the internship, students must submit scores for Praxis II.

Student's other major is: _____

(Courses for other major will be attached on separate sheet as an addendum.)

The Secondary Education Concentration

Those students who wish to be licensed to teach in Secondary School (7-12) must complete the following requirements. Through the Secondary Education concentration, the College assists students in qualifying majors who wish to teach at the secondary school level. The curriculum offered adds professional training and classroom experience to a solid education in the liberal arts. The program currently prepares students to gain teaching licensure in the following subject areas – **English, Math, Spanish, Social Studies, Art, and Music**. Students wishing to concentrate in Secondary Education must be formally admitted by the Liberal Arts Teacher Education Committee.

Requirements for a Concentration in Secondary Education

PSY 101	Introduction to Psychology	3 credits
EDU 202	Overview of Teaching	3 credits
PSY 339	Learning & Cognition	3 credits
EDU 325	Practicum I	1 credit
EDU 326	Practicum II	1 credit
EDU 335	Educating Diverse and Exceptional Learners	2 credits
PSY 310	Child and Adolescent Development	3 credits
EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
EDU 495	Student Internship*	8 credits (4+4 in F,S)

TOTAL = 27 credits

*A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics such as:

Creating a Learning Environment; Instructional Materials, Media, and Technology; Curriculum Development; Instructional Strategies; Constructive Assessment; Character Education; Educational Foundations; First Aid/Wellness/Crisis Intervention; Exceptional Children; Multicultural Education; and School Law

***In order to receive a final grade on the internship, students must submit scores for Praxis II.**

*NOTE: It is highly recommended that students take no more than **two 3- or 4-hour** academic courses in addition to education courses during the senior year. Students should plan their curricula accordingly in preparation for their senior year.*

SAMPLE COURSE ROTATION

Year	Fall Semester	Spring Semester
Freshman	PSY 101	EDU 202
Sophomore	EDU 202—if not taken during freshman year Major courses	Major courses
Junior	EDU 325 PSY 310 EDU 335	EDU 326 PSY 339 EDU 404
Senior	EDU 495 *Content-specific methods	EDU 495

Name: _____ ID# _____

Lyon College Advising Sheet
ART MAJOR with Secondary Education Concentration

CORE CURRICULUM: (48-51 credits)

Proficiency Requirements:	_____3	English 101	English Comp I
	_____3	English 102	English Comp II
	_____3	Math 101	College Algebra
_____3 and _____3		101 and 102	FRN, SPN, or FGN

Distribution Requirements:

Two from the following:

3_____ ANT 101	Intro to Cultural Anthropology	3_____ ECO 101	Principles of Economics I
3_____ POL 101	US Govt & Politics	3_____ PSY 101	Intro to Psychology*

One from the following:

3_____ ART 101	Intro to Visual Arts	OR	3_____ MUS 105	Language of Music
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One from the following:

3_____ ENG 110	Intro to West Lit	OR	3_____ THE 101	Intro to Theatre
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Two in different disciplines, from the following:

4_____ BIO 100/L	Biology in Context & Lab	4_____ BIO 110/L	Princ of Biology I & Lab
4_____ CHM 100/L	Chemistry in Context & Lab	4_____ CHM 110/L	General Chemistry I & Lab
4_____ PHY 210/211	General Physics I & Lab	4_____ PHY 240/241	Fund of Physics & Lab
4_____ MTH 110	Elementary Functions	3_____ MTH 115	Discrete Mathematics
4_____ MTH 210	Calculus I		

One from the following:

3_____ RPH 110	Old Testament	3_____ RPH 120	New Testament
3_____ RPH 130	Intro to Christian Theology	3_____ RPH 140	Intro to World Philosophies
3_____ RPH 150	World Religions		

Sophomore Sequence

One from the following:

3_____ HIS 201	Western Civilization I	3_____ RPH 201	Western Intellec Tradition I
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One from the following:

3_____ HIS 202	Western Civilization II	3_____ RPH 202	Western IntellecTradition II
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Physical Education Requirements

1_____ PED 101	Physical Fitness (freshman year)	1_____ PED	activity class (sophomore)
_____	Junior year option	_____	Senior year option

The Secondary Education Concentration

Those students who wish to be licensed to teach in Secondary School (7-12) must complete the following requirements. Through the Secondary Education concentration, the College assists students in qualifying majors who wish to teach at the secondary school level. The curriculum offered adds professional training and classroom experience to a solid education in the liberal arts. The program currently prepares students to gain teaching licensure in the following subject areas – **English, Math, Spanish, Social Studies, Art, and Music**. Students wishing to concentrate in Secondary Education must be formally admitted by the Liberal Arts Teacher Education Committee.

Requirements for a Concentration in Secondary Education

___	PSY 101	Introduction to Psychology	3 credits
___	EDU 202	Overview of Teaching	3 credits
___	PSY 339	Learning & Cognition	3 credits
___	EDU 325	Practicum I	1 credit
___	EDU 326	Practicum II	1 credit
___	EDU 335	Educating Diverse and Exceptional Learners	2 credits
___	PSY 310	Child and Adolescent Development	3 credits
___	EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
___	EDU 495	Student Internship*	8 credits (4+4 in F,S)
TOTAL = 27 credits			

*A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics.

***In order to receive a final grade on the internship, students must submit scores for Praxis II.**

Major 36 Credits

___	3 ___	ART 101	Introduction to the Visual Arts
___	3 ___	ART 110	Drawing Studio I
___	3 ___	ART 120	Two-Dimensional Design
___	3 ___	ART 212	History of Western Art I
___	3 ___	ART 213	History of Western Art II
___	3 ___	ART 232	Painting Studio I
___	3 ___	ART 490	Senior Project
___	15	Five Art Electives	

Teaching Field Requirements for ART Majors:

Required by the state for licensure:

___ 2 ART 302 Methods of Teach Art

Candidates will be individually advised concerning their need for additional areas of coursework tested on the Praxis II exam in: Art History and Global Traditions; Art Criticism and Aesthetics; and Content of Works of Art/Art Making – Drawing, Painting, Printmaking, Sculpture, Ceramics, Crafts, Digital Media and Elements and Principles of Design

NOTE: More information about the required Praxis II exams for Art can be found on Lyon's Teacher Education web page and at www.ets.org/praxis

Approved by:

Student: _____ Major Advisor: _____

Concentration Advisor: _____ Division Chair: _____

Name: _____ ID# _____

Lyon College Advising Sheet
ENGLISH MAJOR with Secondary Education Concentration

CORE CURRICULUM: (48-51 credits)

Proficiency Requirements:	_____3	English 101	English Comp I
	_____3	English 102	English Comp II
	_____3	Math 101	College Algebra
	_____3 and _____3	101 and 102	FRN, SPN, or FGN

Distribution Requirements:

Two from the following:

3_____ ANT 101	Intro to Cultural Anthropology	3_____ ECO 101	Principles of Economics I
3_____ POL 101	US Govt & Politics	3_____ PSY 101	Intro to Psychology*

One from the following:

3_____ ART 101	Intro to Visual Arts	OR	3_____ MUS 105	Language of Music
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One from the following:

3_____ ENG 110*	Intro to West Lit	OR	3_____ THE 101	Intro to Theatre
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Two in different disciplines, from the following:

4_____ BIO 100/L	Biology in Context & Lab	4_____ BIO 110/L	Princ of Biology I & Lab
4_____ CHM 100/L	Chemistry in Context & Lab	4_____ CHM 110/L	General Chemistry I & Lab
4_____ PHY 210/211	General Physics I & Lab	4_____ PHY 240/241	Fund of Physics & Lab
4_____ MTH 110	Elementary Functions	3_____ MTH 115	Discrete Mathematics
4_____ MTH 210	Calculus I		

One from the following:

3_____ RPH 110	Old Testament	3_____ RPH 120	New Testament
3_____ RPH 130	Intro to Christian Theology	3_____ RPH 140	Intro to World Philosophies
3_____ RPH 150	World Religions		

Sophomore Sequence

One from the following:

3_____ HIS 201	Western Civilization I	3_____ RPH 201	Western Intellec Tradition I
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One from the following:

3_____ HIS 202	Western Civilization II	3_____ RPH 202	Western Intellec Tradition II
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Physical Education Requirements

1_____ PED 101	Physical Fitness (freshman year)	1_____ PED	activity class (sophomore)
_____	Junior year option	_____	Senior year option

The Secondary Education Concentration

Those students who wish to be licensed to teach in Secondary School (7-12) must complete the following requirements. Through the Secondary Education concentration, the College assists students in qualifying majors who wish to teach at the secondary school level. The curriculum offered adds professional training and classroom experience to a solid education in the liberal arts. The program currently prepares students to gain teaching licensure in the following subject areas – **English, Math, Spanish, Social Studies, Art, and Music**. Students wishing to concentrate in Secondary Education must be formally admitted by the Liberal Arts Teacher Education Committee.

Requirements for a Concentration in Secondary Education

___ PSY 101	Introduction to Psychology	3 credits
___ EDU 202	Overview of Teaching	3 credits
___ PSY 339	Learning & Cognition	3 credits
___ EDU 325	Practicum I	1 credit
___ EDU 326	Practicum II	1 credit
___ EDU 335	Educating Diverse and Exceptional Learners	2 credits
___ PSY 310	Child and Adolescent Development	3 credits
___ EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
___ EDU 495	Student Internship*	8 credits (4+4 in F,S)
TOTAL = 27 credits		

*A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics.

***In order to receive a final grade on the internship, students must submit scores for Praxis II.**

Major 33 Credits plus teaching field requirements

___	3	ENG 110*	Introduction to Western Literature
___	3	ENG 290	Survey of British Literature I
___	3	ENG 291	Survey of British Literature II
___	3	ENG 330	American Literature I
___	3	ENG 331	American Literature II
___	3	ENG 363	Advanced Composition

___ 15 Electives in English+ (See notes below)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

* This course may also be used to satisfy Core requirements.

+At least 9 credits must be above the 200 level.

There is a limit of two 200-level elective courses and three credits must be at the 400 level.

Six credits may be taken in foreign language above the 100-level.

Teaching Field Requirements for English Majors:

Required by the state for licensure: ___ ENG 320 Methods of Teaching English

Candidates will be individually advised concerning their need for additional areas of coursework tested on the Praxis II exam in: Language/Linguistics, Composition/Rhetoric, and Literature and Understanding Texts. (It is recommended that English majors complete Advanced Grammar to properly prepare for this exam.)

NOTE: More information about the required Praxis II exams for Art can be found on Lyon's Teacher Education web page and at www.ets.org/praxis

Approved by:

Student: _____ Major Advisor: _____

Concentration Advisor: _____ Division Chair: _____

Name: _____ ID# _____

Lyon College Advising Sheet
HISTORY MAJOR with Secondary Education Concentration

CORE CURRICULUM: (48-51 credits)

Proficiency Requirements:	_____3	English 101	English Comp I
	_____3	English 102	English Comp II
	_____3	Math 101	College Algebra
_____3 and	_____3	101 and 102	FRN, SPN, or FGN

Distribution Requirements:

Two from the following:

3_____ ANT 101	Intro to Cultural Anthropology	3_____ ECO 101	Principles of Economics I
3_____ POL 101	US Govt & Politics	3_____ PSY 101	Intro to Psychology*

One from the following:

3_____ ART 101	Intro to Visual Arts	OR	3_____ MUS 105	Language of Music
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One from the following:

3_____ ENG 110	Intro to West Lit	OR	3_____ THE 101	Intro to Theatre
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Two in different disciplines, from the following:

4_____ BIO 100/L	Biology in Context & Lab	4_____ BIO 110/L	Princ of Biology I & Lab
4_____ CHM 100/L	Chemistry in Context & Lab	4_____ CHM 110/L	General Chemistry I & Lab
4_____ PHY 210/211	General Physics I & Lab	4_____ PHY 240/241	Fund of Physics & Lab
4_____ MTH 110	Elementary Functions	3_____ MTH 115	Discrete Mathematics
4_____ MTH 210	Calculus I		

One from the following:

3_____ RPH 110	Old Testament	3_____ RPH 120	New Testament
3_____ RPH 130	Intro to Christian Theology	3_____ RPH 140	Intro to World Philosophies
3_____ RPH 150	World Religions		

Sophomore Sequence

One from the following:

3_____ HIS 201	Western Civilization I	3_____ RPH 201	Western Intellec Tradition I
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One from the following:

3_____ HIS 202	Western Civilization II	3_____ RPH 202	Western IntellecTradition II
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Physical Education Requirements

1_____ PED 101	Physical Fitness (freshman year)	1_____ PED	activity class (sophomore)
_____	Junior year option	_____	Senior year option

The Secondary Education Concentration

Those students who wish to be licensed to teach in Secondary School (7-12) must complete the following requirements. Through the Secondary Education concentration, the College assists students in qualifying majors who wish to teach at the secondary school level. The curriculum offered adds professional training and classroom experience to a solid education in the liberal arts. The program currently prepares students to gain teaching licensure in the following subject areas – **English, Math, Spanish, Social Studies, Art, and Music**. Students wishing to concentrate in Secondary Education must be formally admitted by the Liberal Arts Teacher Education Committee.

Requirements for a Concentration in Secondary Education

___ PSY 101	Introduction to Psychology*	3 credits
___ EDU 202	Overview of Teaching	3 credits
___ PSY 339	Learning & Cognition	3 credits
___ EDU 325	Practicum I	1 credit
___ EDU 326	Practicum II	1 credit
___ EDU 335	Educating Diverse and Exceptional Learners	2 credits
___ PSY 310	Child and Adolescent Development	3 credits
___ EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
___ EDU 495	Student Internship*	8 credits (4+4 in F,S)

TOTAL = 27 credits

*A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics.

***In order to receive a final grade on the internship, students must submit scores for Praxis II.**

Major**36 Credits**

___	3	HIS 101	The United States I
___	3	HIS 102	The United States II
___	3	HIS 201	Western Civilization I*
___	3	HIS 202	Western Civilization II*
___	3	HIS 480	Senior Seminar
___	3	One U.S. History courses (300 level or above)	
___		_____	_____
___	12	Four Non-U.S. History course (300 level or above)	
___		_____	_____
___		_____	_____
___		_____	_____
___	6	Two additional History courses (300 level or above)	
___		_____	_____
___		_____	_____

Teaching Field Requirements for SOCIAL STUDIES:**Required by the state for licensure:**

___ 3 Arkansas History ___ 2 HIS 320 Methods of Teach Soc. Studies

Candidates will be individually advised concerning their need for additional areas of coursework tested on the Praxis II exam:

___ POL/GOV courses* ___ Economics*
 ___ Geography ___ Behavioral Sciences (ANTHRO, PSY, SOC)*

*It is possible to meet some of these with core requirements.

NOTE: More information about the required Praxis II exams for History can be found on Lyon's Teacher Education web page and at www.ets.org/praxis

Approved by:

Student: _____ Major Advisor: _____

Concentration Advisor: _____ Division Chair: _____

Name: _____ ID# _____

Lyon College Advising Sheet
MATH MAJOR with Secondary Education Concentration

CORE CURRICULUM: (48-51 credits)

Proficiency Requirements:	_____3	English 101	English Comp I
	_____3	English 102	English Comp II
	_____3	Math 101	College Algebra
_____3 and _____3		101 and 102	FRN, SPN, or FGN

Distribution Requirements:

Two from the following:

3_____ ANT 101	Intro to Cultural Anthropology	3_____ ECO 101	Principles of Economics I
3_____ POL 101	US Govt & Politics	3_____ PSY 101	Intro to Psychology*

One from the following:

3_____ ART 101	Intro to Visual Arts	OR	3_____ MUS 105	Language of Music
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One from the following:

3_____ ENG 110	Intro to West Lit	OR	3_____ THE 101	Intro to Theatre
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Two in different disciplines, from the following:

4_____ BIO 100/L	Biology in Context & Lab	4_____ BIO 110/L	Princ of Biology I & Lab
4_____ CHM 100/L	Chemistry in Context & Lab	4_____ CHM 110/L	General Chemistry I & Lab
4_____ PHY 210/211	General Physics I & Lab	4_____ PHY 240/241	Fund of Physics & Lab
4_____ MTH 110	Elementary Functions	3_____ MTH 115	Discrete Mathematics
4_____ MTH 210	Calculus I		

One from the following:

3_____ RPH 110	Old Testament	3_____ RPH 120	New Testament
3_____ RPH 130	Intro to Christian Theology	3_____ RPH 140	Intro to World Philosophies
3_____ RPH 150	World Religions		

Sophomore Sequence

One from the following:

3_____ HIS 201	Western Civilization I	3_____ RPH 201	Western Intellec Tradition I
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One from the following:

3_____ HIS 202	Western Civilization II	3_____ RPH 202	Western IntellecTradition II
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Physical Education Requirements

1_____ PED 101	Physical Fitness (freshman year)	1_____ PED	activity class (sophomore)
_____	Junior year option	_____	Senior year option

The Secondary Education Concentration

Those students who wish to be licensed to teach in Secondary School (7-12) must complete the following requirements. Through the Secondary Education concentration, the College assists students in qualifying majors who wish to teach at the secondary school level. The curriculum offered adds professional training and classroom experience to a solid education in the liberal arts. The program currently prepares students to gain teaching licensure in the following subject areas – **English, Math, Spanish, Social Studies, Art, and Music**. Students wishing to concentrate in Secondary Education must be formally admitted by the Liberal Arts Teacher Education Committee.

Requirements for a Concentration in Secondary Education

___ PSY 101	Introduction to Psychology	3 credits
___ EDU 202	Overview of Teaching	3 credits
___ PSY 339	Learning & Cognition	3 credits
___ EDU 325	Practicum I	1 credit
___ EDU 326	Practicum II	1 credit
___ EDU 335	Educating Diverse and Exceptional Learners	2 credits
___ PSY 310	Child and Adolescent Development	3 credits
___ EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
___ EDU 495	Student Internship*	8 credits (4+4 in F,S)
TOTAL = 27 credits		

*A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics.

*In order to receive a final grade on the internship, students must submit scores for Praxis II.

Major 39 Credits

___	4	MTH 210 Calculus I*
___	4	MTH 220 Calculus II
___	4	MTH 230 Calculus III
___	3	MTH 290 Foundations of Modern Math
___	3	MTH 300 Differential Equations
___	3	MTH 330 Linear Algebra
___	3	MTH 420 Abstract Algebra I
___	3	MTH 440 Mathematical Analysis I
___	3	CSC 140 Introduction to Programming I OR CSC 110 Programming with BASIC

Three Mathematics electives (300/400 level)

___	_____
___	_____
___	_____

Teaching Field Requirements for Math Majors:

Required by the state for licensure: _____ MTH 400 Secondary Methods in Mathematics

Candidates will be individually advised concerning their need for additional areas of coursework tested on the Praxis II exam in: Algebra, Measurement, Geometry, Trigonometry, Functions, Calculus, Data Analysis/Statistics, Probability; Matrix Algebra, and Discrete Mathematics

NOTE: More information about the required Praxis II exams for Math can be found on Lyon's Teacher Education web page and at www.ets.org/praxis

Approved by:

Student: _____ Major Advisor: _____

Concentration Advisor: _____ Division Chair: _____

Name: _____ ID# _____

Lyon College Advising Sheet
MUSIC MAJOR with Secondary Education Concentration

CORE CURRICULUM: (48-51 credits)

Proficiency Requirements:	_____3	English 101	English Comp I
	_____3	English 102	English Comp II
	_____3	Math 101	College Algebra
	_____3 and _____3	101 and 102	FRN, SPN, or FGN

Distribution Requirements:

Two from the following:

3_____ ANT 101	Intro to Cultural Anthropology	3_____ ECO 101	Principles of Economics I
3_____ POL 101	US Govt & Politics	3_____ PSY 101	Intro to Psychology*

One from the following:

3_____ ART 101	Intro to Visual Arts	OR	3_____ MUS 105	Language of Music
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One from the following:

3_____ ENG 110	Intro to West Lit	OR	3_____ THE 101	Intro to Theatre
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Two in different disciplines, from the following:

4_____ BIO 100/L	Biology in Context & Lab	4_____ BIO 110/L	Princ of Biology I & Lab
4_____ CHM 100/L	Chemistry in Context & Lab	4_____ CHM 110/L	General Chemistry I & Lab
4_____ PHY 210/211	General Physics I & Lab	4_____ PHY 240/241	Fund of Physics & Lab
4_____ MTH 110	Elementary Functions	3_____ MTH 115	Discrete Mathematics
4_____ MTH 210	Calculus I		

One from the following:

3_____ RPH 110	Old Testament	3_____ RPH 120	New Testament
3_____ RPH 130	Intro to Christian Theology	3_____ RPH 140	Intro to World Philosophies
3_____ RPH 150	World Religions		

Sophomore Sequence

One from the following:

3_____ HIS 201	Western Civilization I	3_____ RPH 201	Western Intellec Tradition I
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One from the following:

3_____ HIS 202	Western Civilization II	3_____ RPH 202	Western IntellecTradition II
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Physical Education Requirements

1_____ PED 101	Physical Fitness (freshman year)	1_____ PED	activity class (sophomore)
_____	Junior year option	_____	Senior year option

The Secondary Education Concentration

Those students who wish to be licensed to teach in Secondary School (7-12) must complete the following requirements. Through the Secondary Education concentration, the College assists students in qualifying majors who wish to teach at the secondary school level. The curriculum offered adds professional training and classroom experience to a solid education in the liberal arts. The program currently prepares students to gain teaching licensure in the following subject areas – **English, Math, Spanish, Social Studies, Art, and Music**. Students wishing to concentrate in Secondary Education must be formally admitted by the Liberal Arts Teacher Education Committee.

Requirements for a Concentration in Secondary Education

___ PSY 101	Introduction to Psychology	3 credits
___ EDU 202	Overview of Teaching	3 credits
___ PSY 339	Learning & Cognition	3 credits
___ EDU 325	Practicum I	1 credit
___ EDU 326	Practicum II	1 credit
___ EDU 335	Educating Diverse and Exceptional Learners	2 credits
___ PSY 310	Child and Adolescent Development	3 credits
___ EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
___ EDU 495	Student Internship*	8 credits (4+4 in F,S)
TOTAL = 27 credits		

*A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics.

***In order to receive a final grade on the internship, students must submit scores for Praxis II.**

Major

37 Credits

___	3	MUS 105	The Language of Music*
___	3	MUS 110	Music Theory
___	1.5	MUS 111	Musicianship I
___	1.5	MUS 112	Musicianship II
___	3	MUS 205	Advanced Music Theory
___	3	MUS 311	Medieval & Renaissance Music
___	3	MUS 320	Baroque and Classical Music
___	3	MUS 325	Nineteenth- and Twentieth-Century Music
___	3	Ensemble	MUS 130, 135, 140, 145, or 163 (3 semesters)
___	6	Electives in Music	(200 level or above)
<hr/>			
___	1	MUS 499	Senior Recital
___	6	Individual Lessons**	

* This course may also be used to satisfy Core requirements.

** Six hours of private lessons, not including those the student may wish to take in order to pass the piano proficiency examination, should be taken on one instrument or in voice. Additional private lessons may be taken but may not be considered as music-elective hours.

___ Piano Proficiency

Teaching Field Requirements for Music Majors:

Required by the state for licensure: ___ MUS 425 Methods and Materials in Teaching Music

Candidates will be individually advised concerning their need for additional areas of coursework tested on the Praxis II exam in: Music History/Literature; Theory/Composition; Performance; and Pedagogy/Professional Issues/Technology

NOTE: More information about the required Praxis II exams for Music can be found on Lyon's Teacher Education web page and at www.ets.org/praxis

Approved by:

Student: _____

Major Advisor: _____

Concentration Advisor: _____

Division Chair: _____

Name: _____ ID# _____

Lyon College Advising Sheet
SPANISH MAJOR with Secondary Education Concentration

CORE CURRICULUM: (48-51 credits)

Proficiency Requirements:	_____3	English 101	English Comp I
	_____3	English 102	English Comp II
	_____3	Math 101	College Algebra
	_____3 and _____3	101 and 102	FRN, SPN, or FGN

Distribution Requirements:

Two from the following:

3_____ ANT 101	Intro to Cultural Anthropology	3_____ ECO 101	Principles of Economics I
3_____ POL 101	US Govt & Politics	3_____ PSY 101	Intro to Psychology*

One from the following:

3_____ ART 101	Intro to Visual Arts	OR	3_____ MUS 105	Language of Music
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One from the following:

3_____ ENG 110	Intro to West Lit	OR	3_____ THE 101	Intro to Theatre
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Two in different disciplines, from the following:

4_____ BIO 100/L	Biology in Context & Lab	4_____ BIO 110/L	Princ of Biology I & Lab
4_____ CHM 100/L	Chemistry in Context & Lab	4_____ CHM 110/L	General Chemistry I & Lab
4_____ PHY 210/211	General Physics I & Lab	4_____ PHY 240/241	Fund of Physics & Lab
4_____ MTH 110	Elementary Functions	3_____ MTH 115	Discrete Mathematics
4_____ MTH 210	Calculus I		

One from the following:

3_____ RPH 110	Old Testament	3_____ RPH 120	New Testament
3_____ RPH 130	Intro to Christian Theology	3_____ RPH 140	Intro to World Philosophies
3_____ RPH 150	World Religions		

Sophomore Sequence

One from the following:

3_____ HIS 201	Western Civilization I	3_____ RPH 201	Western Intellec Tradition I
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One from the following:

3_____ HIS 202	Western Civilization II	3_____ RPH 202	Western IntellecTradition II
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Physical Education Requirements

1_____ PED 101	Physical Fitness (freshman year)	1_____ PED	activity class (sophomore)
_____	Junior year option	_____	Senior year option

The Secondary Education Concentration

Those students who wish to be licensed to teach in Secondary School (7-12) must complete the following requirements. Through the Secondary Education concentration, the College assists students in qualifying majors who wish to teach at the secondary school level. The curriculum offered adds professional training and classroom experience to a solid education in the liberal arts. The program currently prepares students to gain teaching licensure in the following subject areas – **English, Math, Spanish, Social Studies, Art, and Music**. Students wishing to concentrate in Secondary Education must be formally admitted by the Liberal Arts Teacher Education Committee.

Requirements for a Concentration in Secondary Education

___ PSY 101	Introduction to Psychology	3 credits
___ EDU 202	Overview of Teaching	3 credits
___ PSY 339	Learning & Cognition	3 credits
___ EDU 325	Practicum I	1 credit
___ EDU 326	Practicum II	1 credit
___ EDU 335	Educating Diverse and Exceptional Learners	2 credits
___ PSY 310	Child and Adolescent Development	3 credits
___ EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
___ EDU 495	Student Internship*	8 credits (4+4 in F,S)
TOTAL = 27 credits		

*A component of the Student Internship hours is an on-campus seminar taken during the fall and spring semesters of the senior year. Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics.

***In order to receive a final grade on the internship, students must submit scores for Praxis II and pass the Oral Proficiency Interview (OPI).**

Major 31-37 Credits

(Prerequisites: SPN 101 and 102 or equivalent)

___	3	SPN 201 Intermediate Spanish I
___	3	SPN 202 Intermediate Spanish II
___	1	SPN 300 Spanish Field Experience
___	3	SPN 333 Advanced Grammar
___	3	SPN 360 Hispanic Culture and Civilization
___	3	SPN 378 Intro to Peninsular & Latin American Lit I
___	3	SPN 379 Intro to Peninsular & Latin American Lit II
	12	Advanced Spanish Electives (300 level or above): 6 hours in Peninsular and 6 hours in Latin American, with at least 3 hours at the 400 level
___	___	___
___	___	___
___	___	___
___	___	___

Note: The Spanish faculty recommends that 6 credits be earned through intensive study in a Spanish speaking area or the equivalent.

Teaching Field Requirements for Spanish Majors:

Required by the state for licensure: ___ SPN 350 Methods of Teaching Spanish

Candidates will be individually advised concerning their need for additional areas of coursework tested on the Praxis II exam in: Interpretive Listening; Grammar; Interpretive Reading; and Cultural Perspectives (It is recommended that SPN 315, Introduction to Linguistics, be taken to prepare for this exam.)

NOTE: More information about the required Praxis II exams for Spanish can be found on Lyon's Teacher Education web page and at www.ets.org/praxis

Approved by:

Student: _____ Major Advisor: _____

Concentration Advisor: _____ Division Chair: _____

Senior Year E-Portfolio Requirements

Revision 08/2013

Students maintain an e-portfolio throughout their education classes here at Lyon beginning prior to formal admission to LATEC. A completed portfolio will be submitted the last semester of the senior year for review and final grading and will be placed on file with materials submitted from Transition Two prior to the entrance to internship interview. The final portfolio must be submitted electronically on a non-returnable jump drive and should include selected work from sophomore and junior level courses, and other items completed during the senior internship.

Exit from Program - Transition Three – Internship Materials	
Documentation Required	Semester to be completed
Student Intern Information Form	Fall
Copy of Placement Letter	Fall
Signed Copy of Internship Contract	Fall
Student Intern Schedule	Fall and Spring
Intern Record of Time at School	Fall and Spring
Intern Weekly Report Forms – The student intern and mentor teacher will have regular conferences to determine and document progress, including a list of weekly intern teaching responsibilities.	Fall and Spring
Graded Copies of Lesson Plans and observation forms from supervisor's visits – You are to complete a minimum of three (3) lesson plans per semester in which you will receive a written evaluation of your performance.	Fall and Spring for a minimum of 6 graded plans
Graded Copy of in-depth Student Study – You will prepare one (1) in-depth student study in the fall semester according to guidelines you will receive in your seminar. This study will enable you to acquire a deeper understanding of the student studied and will serve as a model for future professional knowledge of your students.	Fall
Observation Report from observing in a diverse setting	Fall or Spring
Praxis II scores: Pedagogy and content knowledge. Passing scores on Content Knowledge exam are required for program completion, and all required Praxis II exams are necessary for recommendation for licensure by the Arkansas State Department of Education.	Spring
Videotaped teaching assignment with lesson plan and grade	Fall
Graded Thematic Unit of Study and Accompanying Materials	Fall
Graded Class Profiles for each class you teach	Fall and Spring
Evidence of participating in Personal/Professional Growth Experience(s) related to the teaching profession – Examples diverse field trip, attending a professional conference, etc...	Fall or Spring
Résumé and Cover Letter	Spring
Technological Capstone Presentation	Spring
Revised or Newly Written Philosophy of Education Statement	Spring

Other items that may be included in your portfolio:

- Samples of student work – related to a unit of study or lessons included
- Any official documents – awards, certifications, etc...
- Photographs and visual documentation
- Student and Parent sentiments – notes, cards, or other positive feedback
- Inspiration items – poems, sayings, pictures, or mottos that have an impact on your teaching

Additional LATEC Portfolio Requirements

Additional required items will be collected in your classes from your sophomore to junior years.	
Item(s)	Class Source (if applicable)
<ul style="list-style-type: none"> • Graded Family Involvement Assignment 	Survey of Early Childhood (<i>P4 majors only not included in Secondary grade</i>)
<ul style="list-style-type: none"> • Child Observation Project 	Child and Adolescent Development
<ul style="list-style-type: none"> • Graded Statement of Belief Regarding Diverse and Exceptional Learners 	Educating Diverse and Exceptional Learners
<ul style="list-style-type: none"> • Review and Reflection Paper 	Learning and Cognition
<ul style="list-style-type: none"> • Four graded lesson plans • Critical Analysis of Practicum – Domains 1 & 2 (Fall) • Critical Analysis of Practicum – Domains 3 & 4 (Spring) 	Practicum I and II

All Portfolios will be archived by Lyon in an electronic format and should be turned in on a clearly labeled, non-returnable jump drive. Lyon students may place items on the jump drive in an organized method of their choosing. Regardless of the format chosen, ALL items requested should be included in an easy to access, working format.

Final E-Portfolio Evaluation Rubric – 250 points possible

Revised August 2013

Items to be Submitted for Transition III	Lyon Conceptual Framework Linkage (see key below*)	Target Evidence extensively documents performance and professional growth.	Acceptable Evidence adequately documents performance and professional growth.	Needs Growth or Unacceptable Evidence was not provided or did not adequately document performance and professional growth.
Internship placement documents: <ul style="list-style-type: none"> • Copy of Placement Letter • Signed Copy of Internship Contract 		9 – 10 points	7-8 points	6 or below
Graded copies of Student Intern Schedules for Fall and Spring		9 – 10 points	7-8 points	6 or below
Intern Record of Time at School for Fall and Spring in Excel format		18 – 20 points	14 – 17 points	13 or below
Intern Weekly Report Forms for Fall and Spring	6	18 – 20 points	14 – 17 points	13 or below
Graded Lesson Plans and evaluation forms from supervisor's visits (6 – 3 from Fall and 3 from Spring)	1 and 6	18 – 20 points	14 – 17 points	13 or below
Graded Designed Thematic Unit of Study and Accompanying Materials	1,2,3,4,5,6	9 – 10 points	7-8 points	6 or below
Graded Copy of in-depth Student Study from Fall EDU 495 Seminar	2	9 – 10 points	7-8 points	6 or below
Observation Report from observing in a diverse setting	3 and 5	9 – 10 points	7-8 points	6 or below
Copies of Praxis II scores: Pedagogy and content knowledge	1 and 6	9 – 10 points	7-8 points	6 or below
Graded Videotaped teaching assignment – include video and grade sheet	4 and 6	9 – 10 points	7-8 points	6 or below
Graded Class Profiles from Fall and Spring Semesters	3	9 – 10 points	7-8 points	6 or below
Evidence of participating in Personal/Professional Growth Experience(s)	5	9 – 10 points	7-8 points	6 or below
Résumé and Cover Letter		9 – 10 points	7-8 points	6 or below
Graded Technological Capstone Presentation – Include both the Capstone and the grade sheet	4 and 1	9 – 10 points	7-8 points	6 or below
From: Survey of Early Childhood (<i>P4 majors only</i>) <ul style="list-style-type: none"> • Graded Family Involvement Assignment 	5	9 – 10 points	7-8 points	6 or below
From: Child and Adolescent Development <ul style="list-style-type: none"> • Child Observation Project 	2	9 – 10 points	7-8 points	6 or below

From: Educating Diverse and Exceptional Learners • Graded Statement of Belief on Diverse and Exceptional Learners	3	9 – 10 points	7-8 points	6 or below
From: Learning and Cognition • Review and Reflection Paper	3 and 5	9 – 10 points	7-8 points	6 or below
From: Practicum I and II • 4 graded practicum lesson plans • Critical Analyses of Practicum (all domains)	1,2,3,4,5,6	18 – 20 points	14 – 17 points	13 or below

***Lyon Conceptual Framework linkage key:**

- The education of the whole person BUILT on the foundation of the liberal arts.
- Be wise consumers of education research.
- Understand and address inequities in the classroom as they relate to race, gender, and social class.
- Instruct using technology skills
- Lead in the continuous improvement of schools.
- Teach effectively at the appropriate instructional level.

Final Score (ECH): _____/230 Target Points + _____/20 Points for style/design/ease of use*

Final Score (SEC): _____/220 Target Points + _____/30 Points for style/design/ease of use*

Other Comments and or Concerns:

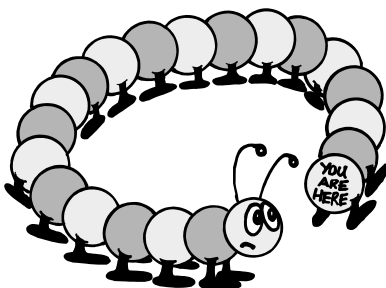
***Design/Style/Ease of Use Points – 20/30 points**

- Artifacts are organized into folders that correspond to portfolio rubric.
- Artifacts are accessible and clear (including video files).
- Artifacts and work samples are clearly labeled.

Teacher Education Checklist and Timeline

To Do List	Timeline
Freshman Year	<ul style="list-style-type: none"> • If possible enroll in EDU 202 and meet with Education Advisor
Sophomore Year	<ul style="list-style-type: none"> • Enroll in EDU 202 and meet with Education Advisor • Begin Course rotations for Education courses • Consider membership in Kappa Delta Pi if invited to join • Take Praxis I exam in Spring Semester • Start electronic portfolio if not already started
Junior Year	<ul style="list-style-type: none"> • Continue Course Rotations • Take Practicum Courses • Gather materials for Teacher Education Interview • Teacher Education Interview in Spring Semester
For Your Senior Year	
Sign Internship Contract	Before leaving spring semester of Junior Year
Complete and mail FBI background check form and fingerprints	In July and before Fall Semester of Senior Year
Complete class and partner school schedule	One in Fall One in Spring
Complete Intent to Graduate Form	Registration time
Complete Weekly Conference Forms Each Week	Fall and Spring Semesters
Record Teaching Hours and time spent at schools on a weekly basis	Fall and Spring Semesters
Register and Take Praxis II Exams before February	January or sooner
Have those scores sent to State Department and Lyon College	
Obtain Application for Arkansas Teacher License from Director of Teacher Education	Last weeks of School
Request Copy of Official Transcript with Degree Posted on it to submit to Arkansas Department of Education for licensure	
Complete Exit Interview	Week of Final Exams

Acceptance into Student Internship Lyon College Teacher Education Program



Admission to Internship – Transition Two – LATEC Interview	
The following materials are to be assembled and turned in electronically (either on a non-returnable CD or jump drive) to the Unit Secretary, Lynn Nichols, by the deadline given.	
Items Needed	
	Application for Internship Admission and Student Information Form (Attached)
	Philosophy of Education Statement from EDU 202 or from transfer students a typed statement explaining why you want to be a teacher
	Electronic Copy of Praxis I scores
	Video sample of student instructing children of appropriate age and in an appropriate field of study
	Three candidate recommendation forms
	Three graded lesson plans from Practicum I and II
Lyon Transcript documenting <u>at least</u> a 2.5 cumulative GPA	
<p>**Transcript should also document at least a “C” grade in English Composition, College Algebra or higher math course, and in Overview of Teaching</p> <p><i>Note: Admission to Internship and completing the program will require a 2.5 LYON GPA in which transferred credits will not be included in the GPA calculation. Students not obtaining 2.5 Lyon GPA may request an interview for admission to internship upon obtaining a 2.5 LYON GPA.</i></p>	

Sample LATEC Student Internship Interview Questions –

- What grades do you hope to teach? What past experience do you have working with that age group?
- What is it about this age group that makes you want to teach them? Why this age/grade?
- Why do you want to teach?
- When did you decide to teach?
- Describe the best teacher you ever had.
- In your opinion, what is the most important characteristic of a teacher and why?
- Where would you like to be professionally in 5 years?
- What is the biggest problem educators face today?
- Talk about a school situation you would change.
- How can a teacher overcome the poor environment from which many students come?
- Why is it important for a teacher to belong to professional organizations and subscribe to professional publications?
- What do you think is a good way to motivate students to learn?
- What are some ways to establish rapport with fellow faculty members, some of whom may be twice or three times your age, or some may be younger than you?
- What characteristics do you possess which you feel will make you an effective teacher?
- What do you see as three of your strengths?
- What are three areas that you need to improve in?
- What are some non-teaching duties a teacher must perform? How do you feel about these responsibilities?
- Do you have any reservations about teaching and what are they?
- What concerns you the most or makes you anxious about teaching?
- How do you handle conflict, disagreement, or unfair treatment?
- What is your plan if you find teaching unbearable?
- What connection do you see between your Lyon coursework and your future work with children?
- How will you prepare for next year's schedule as an intern time wise?

LATEC INTERNSHIP INTERVIEW EVALUATOR'S FORM

Student _____ Date: _____

Evaluator _____

Evaluator's Role: (please check one)

_____ LATEC Member

_____ P-12 Teacher

_____ Elem/Sec. Coordinator

_____ Lyon Intern

_____ Other (specify) _____

_____ Lyon Faculty/Staff

_____ School Admin.

Intern Characteristics	TARGET Exceeds expectations for a beginning intern	ACCEPTABLE OR NEEDS GROWTH AND PRACTICE Meets expectations for a beginning intern	UNSATISFACTORY Does not meet expectations for a beginning intern
Video: Interacts well with students			
Video: Communicates clearly with students			
Video: Has presence (is attentive, aware, confident)			
Interview: Well groomed, appropriately dressed			
Interview: Appropriate Eye Contact			
Interview: Appears self confident			
Interview: Speaks clearly and audibly			
Interview: Listens attentively to questions			
Interview: Uses proper English			
Interview: Able to clearly express thoughts in response to questions			
Interview: Expresses an ability to make the connection between college preparation and his/her future work in schools			
Interview: Expresses an understanding of self evaluation in the teaching process			
Interview: Expresses a sincere interest for young people and enthusiasm for the teaching profession			

Overall Evaluation of the Candidate:

_____ I recommend this candidate for the student internship.

_____ I do not recommend this candidate for the student internship.

_____ I recommend this candidate with the following contingencies.

Additional Comments:

The Student Internship

Goal

The goal of student internship is to provide the pre-service teacher with a realistic experience in planning, managing, and teaching in an early childhood or secondary classroom.

Objectives

At the end of the student internship, the student intern will be able to:

- Identify individual learning needs.
- Plan and teach lessons at the appropriate level.
- Guide and direct learning in a classroom by using a variety of techniques.
- Evaluate student learning and progress.
- Report student learning and progress to parents and administrators.
- Demonstrate professional work habits, ethics, and relationships.

Activities

In order to accomplish the above objectives, the student intern shall:

- Participate daily, Monday through Friday, in his/her placement.
- Assist the classroom teacher in organizing and preparing a classroom.
- Gradually assume responsibility for teaching the various subject areas.
- Assemble teaching units and write daily lesson plans.
- **Assume full classroom responsibilities for at least two weeks of the internship.**
- Participate in all activities expected of the classroom teacher each semester.
- Adhere to district policies for certified faculty including the ones **concerning the times to arrive at and depart from schools.**
- **Students are required to put in a minimum of 16 clock hours a week at the school and should document it in schedule planning.**

Student Internship Observations

There are two different types of observation to be conducted during the internship experience: you will observe your mentor teacher and you will observe other teachers in a different education setting. The observations of other teachers will be arranged by you, your mentor, and your University Supervisor. When possible these will include traveling to model schools for a different perspective on education. You will need to write a reflection paper for each of the observations outside of your mentor teacher's classroom. More details about this will be given in your internship seminar.

At the beginning of the school year, you will spend a good deal of time observing your mentor teacher. Following the first week of observation of your mentor, you will simply record your time.

In-depth Student Study and IEPs – FALL SEMESTER

Rationale: An in-depth study of one pupil enables the student intern to focus intensively on one individual for the purpose of knowing that individual better and enabling the intern to understand the multi-dimensions influencing that pupil's growth or lack thereof in the classroom. In-depth studies provide a wealth of detail and are, therefore, rich in possible insights. However, the interpretation of in-depth studies depends on the wisdom as well as the biases of the interpreter. The study enables the intern to observe a pupil in a school setting and to observe how he or she changes over time.

Purpose: To give the student intern a holistic view of a pupil and to enable the intern to design an individualized program for the pupil.

Components of the study:

The study should include:

1. A description of the pupil including age, physical appearance (height, weight,) unusual aspects, (e.g. any form of exceptionality, ethnicity, age, etc.) The pupil should be anonymous, e.g. John S. or Mary K., using fictitious names.
2. A description of the setting, e.g. third grade, self-contained classroom in X school in X district or 4th period Science class at X high school in X district.
3. A comparison of the pupil in regard to others on the elements in # 1., e.g. taller, shorter, older, younger, etc.
4. A description of how the pupil relates to peers. To teachers. Is the pupil an isolate or well accepted by the group? Does the pupil have just one special friend or a group?
5. A description of the external appearance of the pupil's home. You can achieve this simply by driving by and observing the home and the neighborhood. What inferences can you make from this observation?
6. Naturalistic observations of the pupil over time. This can be brief notes on the pupil's behavior, performance in class – good days, bad days, absences, interactions with other students and teachers. If possible to observe the pupil's eating habits (e.g. in the cafeteria), this will provide you with some relevant data. Find out if the pupil has hobbies or collects certain things, e.g. stamps, coins, etc. What kind of music does the pupil like? What does he or she like to do in his/her spare time?
7. Conclusion: Based on your in-depth knowledge of this pupil, make recommendations for assuring this pupil's success in the classroom. Identify any special strategies you, the teacher, would use to help the pupil achieve success.

More details about this assignment will be given in your internship seminar.

Suggested Procedure for the Student Internship Period

Student Interns will receive eight (8) credit hours for the internship experience spread over an entire academic year. Interns continue to take courses at the college while teaching part-time in the public schools.

Each intern and mentor teacher will work out **an individualized program** depending on the public school and college schedules. The individualized program must include daily classroom involvement Monday through Friday unless an alternate schedule is approved by the Lyon Supervisor and the partnering Mentor Teacher. Student Interns may work out schedules in a variety of ways pending approval by the University Supervisor. A completed schedule is to be filled out at the beginning of the internship year. A copy of this schedule should be given to the mentor teacher, a copy to the University Supervisor, and a copy should be placed in the Assessment Portfolio.

Student interns will start the internship year with "**Starting the School Year**" which means that they will begin when public school classroom teachers do. They will remain in the classroom **full time** for the first weeks of the K-12 calendar, **keeping the same hours on campus as their mentor teacher**. After these initial weeks they will begin classes at Lyon College and will continue with their individualized internship programs according to the schedule they have worked out. If there is a day when Lyon classes are cancelled, but the public school is open, the student intern is expected to be at the school for the full day. Interns are expected to be ready to start their placement one full week before the first day of classes on the public school calendar.

Responsibilities for Student Internship

The student internship is a cooperative venture involving a number of people. Following the student intern's request for placement, a Teacher Education faculty member makes the initial contact with a partner school district administrator who has the responsibility for making student intern assignments. That administrator, in consultation with district principals and teachers, finalizes the field placements. The student intern signs a contract (see Appendix). Then information delineating roles and responsibilities for the student internship is distributed to all personnel participating in the student internship experience. At the end of the experience an honorarium is sent by the College to the teacher for each student intern.

The College Supervisor

Each student intern is supervised by a Teacher Education faculty member, who is called the Supervisor. The Supervisor makes a preliminary visit to get acquainted with school personnel and to see that the principal(s) and mentor teacher(s) understand procedures for the student internship period. At the time of the preliminary visit, the Supervisor may be able to set a time for the first full visit. The Supervisor will visit the student intern **at least** three times each semester. **In the secondary concentration, at least one visit during the internship will be made at the discretion of a faculty member from the intern's major area of study.** In the early childhood education program, however, a visit by a faculty member from the intern's major area of study is optional. During each visit, the Supervisor will complete an Observation Form (see Appendix) which will give feedback regarding the intern's performance. One copy of the form will be filed in the student intern's electronic Assessment Portfolio.

Throughout the semester the College Supervisor will confer regularly with the mentor teacher, student intern, and members of the internship team about the experiences and progress of the student intern. **The Supervisor should be called immediately by either the mentor teacher or student intern when problems arise.** Talking the problem through may prevent future problems.

The Principal

The principal will work with the mentor teacher(s) to help provide a good experience for the student intern. The principal should make decisions regarding the student intern's participation in in-service, staff meetings, and parent-teacher conferences. **Interns are expected to participate in all activities required of the mentor teacher.** The principal may give the student intern helpful feedback by making a formal evaluation during the teaching of a lesson. Additional help may be given by discussing criteria used when hiring teachers or conducting a mock interview.

The Mentor Teacher

Student interns work collaboratively with their mentor teachers, those teachers to whom student interns are assigned. Usually, the mentor teacher has at least three years experience in the District and some education beyond the bachelor's degree. The mentor teacher has the dual role of being responsible for the instructional program for pupils while serving as mentor for the student intern. While the role of mentor is of utmost importance, the College recognizes that the first responsibility of the mentor teacher is to the pupils in his or her classroom. The College reserves the right to remove the student intern if the situation does not seem to be serving the best interests of the pupils in the classroom and/or the student intern.

Evaluation

The mentor teacher is responsible for evaluating the student intern. Evaluation should be a continuous process with feedback given to the student intern **on a regular basis through weekly conferences**. Mentor Teachers will also assist in grading the intern by completing disposition surveys electronically or on paper on a monthly basis coinciding with each visit by the College Supervisor. The survey results will be factored into the intern's grade for the internship and will be placed in the student intern's electronic portfolio. A "Final Report" that also factors into the intern's grade (see appendix) is to be sent to the College at the completion of the student internship. This final report is also completed via electronic survey.

The student internship credit at Lyon College is on a letter grade basis and final determination of the grade is made by the Education Concentration faculty with the above mentioned input from the partnering mentor teachers.

Student Internship Expenses

Student Internship Fee	\$200.00
(payable \$100 per fall and spring semester)	
Praxis II Tests.	varies*
FBI check	\$ 41.50

*Changes in the Praxis exams occur periodically. Check with the Program Director or your College Supervisor before registering for your Praxis II exams so you can be sure to enroll to take the appropriate exams.

PLEASE NOTE:

Candidates in English, Spanish, and Mathematics are **exempt** from the PLT if they have taken and passed all of the required PRAXIS II Specialty Area Test(s) for their licensure area.

PLEASE NOTE:

The PRAXIS II Specialty Exam required as of September 1, 2007 for Early Childhood P-4 is "Early Childhood Content Knowledge, Code 022. The minimum score will be 157.

**Information on how to register for Praxis Exams
and Tests at a Glance Information can be found at:**

www.ets.org/praxis

and on the Lyon Teacher Education Webpage

<http://www.lyon.edu/academic/programs/socialscience/education.aspx>

Lyon's Suggestions to Your Mentor Teachers

Determining just how to ease the student intern into actual teaching requires some planning and must be done on an individual basis, however some suggestions include the following:

1. The internship will consist of **8 credit hours with a minimum of 480 clock hours (240 per semester)**. Interns will participate in approximately 300 hours of actual teaching, which includes classroom instruction for individuals, testing & tutoring, and work with small groups. (Time spent grading papers and planning **may not** be counted as internship clock hours.) One credit hour will be earned for every 60 clock hours of internship. **Interns should complete a minimum of 240 clock hours per semester. (NOTE: Interns with special scheduling needs may request permission to "bank" hours in the fall semester. The request must be made in writing to the Director of Teacher Education, and decisions will be made on a case-by-case basis.)**
2. So that student interns can become acquainted with the methods and materials being used in your room, we suggest that they be allowed to observe a short time before actually beginning to assume responsibility for lesson planning and teaching. At first interns should be given routine tasks such as checking papers, preparing special lessons, helping with small groups, or working with individual students.
3. When you feel the student intern is ready, give the intern responsibility for teaching selected lessons. This could be done by rotating classes taught so that every area has been covered before full responsibility is assumed. Go over lesson plans with the student intern to see that everything has been well thought out. (Refer to "Suggested sequence of student teaching responsibilities" on the next page.)
4. You and the college coordinator will determine when the student intern is ready to assume complete control and teaching of the class. You decide together whether or not s/he is more comfortable with you in or out of the room. If you do not stay in the room the entire time, you should be immediately available to the student intern if the need should arise.
5. **Please set up a regular weekly conference time with the student intern so that you may discuss any problems and share ideas for improving the teaching experience.** Do not hesitate to give constructive criticism. Feedback is essential to a positive learning experience.
6. Provide the student intern with a list of students, a seating chart, a copy of the daily schedule, fire and tornado drill procedures, and a school handbook.
7. Provide a place in the classroom, such as an extra desk, where the student intern may keep her/his personal belongings and inform the intern of any special dress code that is expected.
8. Introduce the student intern to the other people in the building, including the secretary, cafeteria personnel, and custodians.
9. Acquaint the student intern with school policies as specified in the school's handbook and share the school bulletins or announcements with the student intern.
10. Include the student intern in faculty meetings, conferences, in-service, and professional meetings as much as possible. **The student intern should become a part of the total school program.**
11. Help the student intern by providing guidance through lesson planning and teaching and by giving suggestions for improvement.
12. **Contact the College Coordinator if there is a question or concern regarding the student intern. Please keep a written record of intern absences, tardies, and early departures.**

Suggested Sequence of student teaching responsibilities for

Secondary Interns

Fall Semester – 1st Placement

Week	Intern Responsibilities
First two weeks of semester (August)	Observe/Assist
September	Observe/Assist/Assume full responsibility for 1 class
October	Observe/Assist/Assume full responsibility for 2-3 classes
November	Assume full responsibility for 3-4 classes
December	Teach all classes

Spring Semester – 2nd Placement

Week	Intern Responsibilities
January	Observe/Assist/Assume full responsibility for 1 class
February – Spring Break	Observe/Assist/Assume full responsibility for 2-3 classes
After Spring Break	Observe/Assist/Assume full responsibility for 3-4 classes
First two weeks of April	Teach all classes
Last two weeks of April	Phase out of teaching role/Observe/Assist

Suggested Sequence of student teaching responsibilities for

Early Childhood Interns

Fall Semester – 1st internship

Week	My Dates for this week	Intern Responsibilities
Weeks 1 & 2	August	Observe and Assist
Weeks 3 & 4		Observe/Assist/Assume 1 subject
Week 5		Assist/Assume 2 subjects
Week 6 & 7		Teach 2 Subjects
Week 8		Teach 2 Subjects/Assume 3 subjects
Week 9		Teach 3 Subjects
Week 10		Teach 4 Subjects
Week 11		Teach All Subjects
Week 12		Teach All Subjects
Week 13		Phase out of 1 subject
Week 14		Phase out of subjects 2 & 3/ Observe and Assist
Week 15		Phase out of all subject and Observe and Assist

Spring Semester – 2nd internship

Week	My Dates for this week	Intern Responsibilities
Weeks 1 & 2	January	Observe and Assist
Weeks 3 & 4		Observe/Assist/Assume 1 subject
Week 5		Assist/Assume 2 subjects
Week 6 & 7		Teach 2 Subjects
Week 8		Teach 2 Subjects/Assume 3 subjects
Week 9		Teach 3 Subjects
Week 10		Teach 4 Subjects
Week 11		Teach All Subjects
Week 12		Teach All Subjects
Week 13		Phase out of 1 subject
Week 14		Phase out of subjects 2 & 3/ Observe and Assist
Week 15		Phase out of all subject and Observe and Assist

The Student Intern

The student internship is an important part of the Teacher Education Program. As a guest in the school and member of a team, the student intern must assume responsibility for being professional in every way. There are several areas that require special attention.

Attendance

During the student internship, the intern is required to be in attendance every K-12 day, Monday through Friday, as scheduled. This includes, whenever possible, days and times that the mentor teacher is on duty or is participating in teacher in-service, parent-teacher conferences, professional meetings, etc.

While illness or emergencies may occur that cause an intern to be absent, all interns are expected to maintain a professionally appropriate attendance record in their internship classrooms. Most Arkansas public schools provide teachers with nine (9) sick days and two (2) personal days per year. Since we expect Lyon education interns to be prepared, positive professionals, the following attendance policy will be in effect:

- Absences will be limited to five (5) calendar days per semester. Additional absences could lead to dismissal from the program and a possible failing grade for the internship course.
- Two (2) late arrivals or early departures will count as one (1) absence.
- The student intern **must notify the mentor teacher and the college supervisor** at the earliest possible time **prior to the absence via telephone, email, Facebook, or text message.**
- Following the third absence, the intern will meet with his or her coordinator and receive a written reminder of the internship attendance policy.
- Following the fifth absence, the intern will meet with a college supervisor and the Director of Teacher Education to review the intern's continued participation in the internship.
- Failure to accurately report absences, late arrivals, or early departures may be viewed as a violation of the College's Honor Code and treated as such.
- **Interns must complete a minimum of 240 clock hours of internship participation each semester. (NOTE: Interns with special scheduling needs may request permission to "bank" hours in the fall semester. The request must be made in writing to the Director of Teacher Education, and decisions will be made on a case-by-case basis.)**

Schedule for Intern

Student Teacher Interns are expected to follow the schedule of the cooperating school to which they are assigned. This includes professional development, holidays, and Spring Break. Student interns are also to follow normal school day hours when making out their schedules. Generally the school day starts at 7:30-7:45 and ends at 3:30. This daily schedule may vary from school to school. Interns are expected to follow the schedule of the cooperating teacher. This includes after school meetings. **The College Supervisor must approve any change in the daily schedule.**

Dress and Grooming

The student intern is expected to follow the dress code established by the school district. As a model for young students, the student intern should be neat and well groomed. The professional appearance of the student intern will aid in identifying him/her as an authority figure. Do not eat or chew anything while teaching. Wind suits, sweats, shorts, t-shirts, flip flops and jeans **are not acceptable**. If a student intern has piercings (tongue, nose, eyebrow, and navel rings), these should be removed before going to school or school events. Tattoos should be covered by clothing.

Planning and Preparation

Careful planning and good organization are prerequisites for successful teaching. The student intern can facilitate lesson presentation by spending much preparation time in advance of actual teaching. Daily and weekly plans must be available in advance for both the mentor teacher and college supervisor to discuss.

Discipline/Classroom Management

The mentor teacher will establish a routine for classroom management and guidelines for discipline. The student intern should be conscientious about following the procedures established by the teacher. Consistency is important to maintaining a positive teaching/learning environment.

Interest in Education

Educators are often judged by the interest and enthusiasm they project. Student interns who are excited about student internship tend to motivate those with whom they work. Attendance at functions beyond the school day is often used as an indicator of interest in students as individuals. The student intern who is perceived as a warm, caring person will usually relate well to others.

Professionalism

Teaching is a profession. As a member of that profession, the student intern is expected to maintain high ethical standards. Relationships with students should be of a professional nature. The school, its personnel and students should not be discussed negatively. Statements made by school personnel, parents or teachers should be kept confidential. **The student intern needs to be flexible and open to constructive suggestions.**

As interns develop relationships with students, they should use discretion and keep a professional distance. It is **strongly** recommended that candidates not give home phone numbers and email addresses to students, nor share Facebook or other social network space with students. ALL communication with students/**minors** should be of the highest professional level.

Legal Liability

A student intern, while in the performance of his/her duties and responsibilities as a student intern, shall be legally liable for his/her own acts and conduct, and shall be afforded protection under the law, to the same extent as his/her mentor teacher(s) and other officers and employees of the school district. In the

temporary absence of the mentor teacher from the classroom and while the assigned student intern is required to remain in the classroom, the pupils thereof shall be under the direct supervision and disciplinary control of the student intern.

Student Interns as Substitute Teachers

The student internship is designed to be a mentored experience in which a novice works with an experienced professional educator who serves as a role model. The use of the student teacher as a substitute jeopardizes this priority and places the student teacher in a position of assuming undue responsibility. For these reasons **student interns should not be used as substitutes** during the internship experience. When the internship is completed, students are free to place their names on the substitute list.

Use of Corporal (Physical) Punishment

In view of the legal status of student interns, no student intern from Lyon College will be allowed to administer or witness any form of corporal punishment. If any student intern should be placed in a situation where corporal punishment is being used, the punishment must be administered by a certified teacher or administrator. Violation of this policy will result in the student intern being withdrawn from student internship.

Language Habits

Student interns should remember that they are to model standard language usage. The interns' adherence to the rules of standard usage will be reflected in their overall evaluation.

Expectation of Students

Student interns should be aware that their attitudes toward and expectations of the students they teach have a strong impact on how well those students perform. Student interns should refrain from making negative statements about the students they teach.

Social Networking Sites

Facebook, Xanga, MySpace and any other social networking sites, websites, or blogs in which you participate should be reviewed for any unprofessional content. Be careful not to post content that is in violation of Lyon College policy or the policy of the school district to which you are assigned.

Suggestions to Assure Success in the Internship

1. The internship will consist of **8 credit hours with a minimum of 480 clock hours (240 per semester)**. Interns will participate in approximately 300 hours of actual teaching, which includes classroom instruction for individuals, testing & tutoring, and work with small groups. (Time spent grading papers and planning may not be counted as internship clock hours.) One credit hour will be earned for every 60 clock hours of internship. **Interns should complete a minimum of 240 clock hours per semester.**
2. Confirm your source of transportation. Have your own car or share rides with one of the other students and plan to help with expenses. Do not rely on the teachers of the district for transportation.
3. If you live on campus, confer with the Dean of Students about arrangements for students eating lunch off campus or ask for a sack lunch from the College cafeteria. Do not charge lunches at school unless that is the district policy.
4. Follow school attendance policies for certified personnel. Leave for school early. Allow time for emergencies so that you will not find yourself rushing in breathlessly at the last minute. **Be punctual.**
5. Do not ask to leave school before you are scheduled to leave unless it is absolutely essential. **Assist the classroom teacher in after-school responsibilities as appropriate.**
6. **Keep outside activities to a minimum.** Save your energy for lesson preparation and planning. Get plenty of sleep so you will have the necessary vitality.
7. Notify your mentor teacher and college coordinator when you must be absent. **(REQUIRED)**
8. Stay home when you are ill. It is not wise to expose others to unnecessary illness.
9. Prepare thorough lesson plans before you teach. Ask your mentor teacher to go over them to be sure you have done adequate planning.
10. Study carefully. **KNOW the material you will be teaching** as well as the material that precedes and follows the lesson.
11. Make your presentations as interesting as possible. Be alive. Speak with authority.
12. Adhere to the mentor teacher's expectations for his/her students.
13. Be firm, direct, and positive with students.
14. Try to attend activities that are not a part of the school day. When possible, get to know families of the students. Teaching is much more than lecturing and grading papers.
15. Use school materials sparingly.
16. TAKE YOUR WORK SERIOUSLY, BUT KEEP A SENSE OF HUMOR!

Completion of Program and Licensure

To complete the program candidates must

- successfully complete the student internship
- complete the exit interview (see questions below)
- turn in the cumulative e-portfolio
- take the appropriate Praxis II exams
- complete all coursework for graduation
- file an intent to graduate form
- make a final check with advisor and/or Director of Teacher Education to assure all requirements have been met

Obtaining a License to Teach

Each candidate completing a BA with a major or concentration in Education qualifies for a teaching license in the state of Arkansas in his or her teaching field. The license is valid for one to three years and is replaced by a five year permanent license when the Praxis III assessment is successfully completed.

Any candidate who wishes to license in another state is advised to obtain his or her Arkansas license and then apply for a license through the other state's education agency. Many states have a reciprocal agreement with Arkansas and will merely require an application in order to issue a license. Other states require applicants to meet the initial licensing requirements, including exams and/or specific course work. In these cases, the other state usually issues a temporary license (1 year) until the criteria have been met.

To obtain your Arkansas License

- Complete licensure form obtained from Director of Teacher Education
- Make sure your background check is current and has been submitted to the ADE
- Return licensure form to the Director of Teacher Education

Sample EXIT INTERVIEW Questions

1. What do you consider to be the **strongest** aspect of the Teacher Education Program?
2. What do you consider to be the **weakest** aspect of the Teacher education Program?
3. What aspect(s) of the Teacher Education program should be changed?
4. What aspects of the Teacher Education Program should not be changed?
5. What suggestions do you have for improving the Teacher Education Program?
6. Do you have any additional comments about the Teacher Education Program?

Note: You will complete an exit questionnaire online, and your licensure application will be filed after the Exit Interview is completed.

THE FRAMEWORK FOR TEACHING MODEL

The State of Arkansas has adopted Charlotte Danielson's FRAMEWORK FOR TEACHING model of supervision and evaluation to provide support to novice teachers. The outcomes of Lyon College's teacher preparation program are aligned with FRAMEWORK expectations. As a result, the Coordinator's Evaluation Form reflects the four FRAMEWORK domains.

FRAMEWORK Domain Descriptions

Domain 1: Planning and Preparation

Domain 1 describes how the teacher organizes for classroom instruction. Teachers must transform the curriculum so that it is accessible to their students. They must have a deep knowledge of the content itself and of how to design instruction that is appropriate to the diverse learners in the classroom.

Domain 2: The Classroom Environment

Domain 2 focuses on the aspects of the classroom that are conducive to learning, not as associated with the learning of any particular content, but rather as they set the stage for all learning. The classroom environment is critical to promoting learning and making the teacher's exercise of instructional skills possible.

Domain 3: Instruction

Domain 3 describes how teachers bring complex content to life for their students and engage them in learning through skillful classroom interactions, integrated assessment strategies, and teacher flexibility and responsiveness.

Domain 4: Professional Responsibilities

Domain 4 focuses on the professional dispositions associated with teaching. Teachers demonstrate their commitment to high standards through self-reflection, attention to responsibility, and strong communication and collaboration with parents and colleagues.

OVERVIEW OF FRAMEWORK DOMAINS

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Component 1b: Demonstrating Knowledge of Students

Component 1c: Setting Instructional Outcomes

Component 1d: Demonstrating Knowledge of Resources

Component 1e: Designing Coherent Instruction

Component 1f: Designing Student Assessments

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Component 2b: Establishing a Culture for Learning

Component 2c: Managing Classroom Procedures

Component 2d: Managing Student Behavior

Component 2e: Organizing Physical Space

Domain 3: Instruction

Component 3a: Communicating with Students

Component 3b: Using Questioning and Discussion Techniques

Component 3c: Engaging Students in Learning

Component 3d: Using Assessment in Instruction

Component 3e: Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

Component 4b: Maintaining Accurate Records

Component 4c: Communicating with Families

Component 4d: Participating in a Professional Community

Component 4e: Growing and Developing Professionally

Component 4f: Showing Professionalism

Lyon College Teacher Education Program Alignment Chart with Arkansas Principles for the Preparation of Teachers –

Arkansas Principles for the Preparation of Teachers	Lyon College Teacher Education Program Outcomes	Framework Domains
<p>Standard 1 -- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.</p>	<p>Candidates are liberally educated and take liberal arts knowledge, skills, and dispositions into the classroom by:</p> <ol style="list-style-type: none"> Demonstrating proficiency in reading, writing, and speaking Having general knowledge of several liberal arts disciplines and being able to integrate their content Demonstrating intellectual ability in a liberal arts major Fostering critical and creative thinking in their students <p>Candidates are to be wise consumers of educational research by:</p> <ol style="list-style-type: none"> Applying current research to improve teaching and learning Using research to make data based decisions Designing, conducting, and communicating the results of their own research <p>Candidates instruct using technology skills by:</p> <ol style="list-style-type: none"> Identifying, using, and assessing instructional technology Developing in pupils the ability to use instructional technology 	<p>Domain 1: Planning and preparation</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1c: Setting Instructional Outcomes</p> <p>1e: Designing Coherent Instruction</p>

Lyon College Teacher Education Program Alignment Chart with Arkansas Principles for the Preparation of Teachers – continued

Arkansas Principles for the Preparation of Teachers	Lyon College Teacher Education Program Outcomes	Framework Domains
Standard 2 - The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.	<p>Candidates are liberally educated and take liberal arts knowledge, skills, and dispositions into the classroom by:</p> <ul style="list-style-type: none"> b. Having general knowledge of several liberal arts disciplines and being able to integrate their content c. Demonstrating intellectual ability in a liberal arts major d. Fostering critical and creative thinking in their students 	<p>Domain 1: Planning and Preparation</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1b: Demonstrating Knowledge of Students</p> <p>1c: Setting Instructional Outcomes</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>1e: Designing Coherent Instruction</p> <p>1f: Designing Student Assessments</p>

Lyon College Teacher Education Program Alignment Chart with Arkansas Principles for the Preparation of Teachers – continued

Arkansas Principles for the Preparation of Teachers	Lyon College Teacher Education Program Outcomes	Framework Domains
Standard 3 - The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.	<p>Candidates teach effectively at the appropriate instructional level by:</p> <ul style="list-style-type: none"> a. Identifying students’ developmental levels b. Applying a knowledge of human growth and development at the appropriate level c. Using a variety of teaching/learning strategies at the appropriate developmental level <p>Candidate understand and address inequities in the classroom, as they relate to race, gender, and social class by:</p> <ul style="list-style-type: none"> a. Teaching in culturally relevant ways that affirm all students’ capacity to learn b. Creating classroom learning environments that are supportive of all students’ opportunities to learn c. Using a variety of approaches to assessment of learning <p>Candidates are to be wise consumers of educational research by:</p> <ul style="list-style-type: none"> a. Applying current research to improve teaching and learning <p>Candidates are to lead in the continuous improvement of schools by:</p> <ul style="list-style-type: none"> b. Communicating well with students, parents, and community members 	<p>Domain 3: Instruction</p> <p>3a: Communicating with Students</p> <p>3b: Using Questioning and Discussion Techniques</p> <p>3c: Engaging Students in Learning</p> <p>3d: Using Assessment in Instruction</p> <p>3e: Demonstrating Flexibility and Responsiveness</p>

**Lyon College Teacher Education Program Alignment Chart
with Arkansas Principles for the Preparation of Teachers – continued**

Arkansas Principles for the Preparation of Teachers	Lyon College Teacher Education Program Outcomes	Framework Domains
<p>Standard 4 - The teacher exhibits human relations skills which support the development of human potential.</p>	<p>Candidates are liberally educated and take liberal arts knowledge, skills, and dispositions into the classroom by:</p> <ul style="list-style-type: none"> d. Fostering critical and creative thinking in their students f. Demonstrating enthusiasm for teaching and learning g. Fostering a love of lifelong learning <p>Candidate understand and address inequities in the classroom, as they relate to race, gender, and social class by:</p> <ul style="list-style-type: none"> a. Teaching in culturally relevant ways that affirm all students’ capacity to learn b. Creating classroom learning environments that are supportive of all students’ opportunities to learn c. Using a variety of approaches to assessment of learning <p>Candidates are to lead in the continuous improvement of schools by:</p> <ul style="list-style-type: none"> a. Communicating well with students, parents, and community members b. Working collaboratively with diverse students, parents, and community members c. Collaborating effectively with peers and administrators in cooperative teaching/learning teams 	<p>Domain 2: The Classroom Environment</p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>2b: Establishing a Culture for Learning</p> <p>2c: Managing Classroom Procedures</p> <p>2d: Managing Student Behavior</p> <p>2e: Organizing Physical Space</p>

**Lyon College Teacher Education Program Alignment Chart
with Arkansas Principles for the Preparation of Teachers – continued**

Arkansas Principles for the Preparation of Teachers	Lyon College Teacher Education Program Outcomes	Framework Domains
<p>Standard 5 - The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.</p>	<p>Candidates are liberally educated and take liberal arts knowledge, skills, and dispositions into the classroom by:</p> <ul style="list-style-type: none"> e. Demonstrating ethical professional behavior f. Demonstrating enthusiasm for teaching and learning g. Fostering a love of lifelong learning <p>Candidate understand and address inequities in the classroom, as they relate to race, gender, and social class by:</p> <ul style="list-style-type: none"> a. Teaching in culturally relevant ways that affirm all students' capacity to learn b. Creating classroom learning environments that are supportive of all students' opportunities to learn c. Using a variety of approaches to assessment of learning <p>Candidates are to lead in the continuous improvement of schools by:</p> <ul style="list-style-type: none"> a. Communicating well with students, parents, and community members b. Working collaboratively with diverse students, parents, and community members <p>Collaborating effectively with peers and administrators in cooperative teaching/learning teams</p>	<p>Domain 4: Professional Responsibilities</p> <p>4a: Reflecting on Teaching</p> <p>4b: Maintaining Accurate Records</p> <p>4c: Communicating with Families</p> <p>4d: Participating in a Professional Community</p> <p>4e: Growing and Developing Professionally</p> <p>4f: Showing Professionalism</p>

Grievances

Lyon College suggests that every effort be made to resolve conflict collaboratively. Occasionally, differences or disagreements can occur during the internship. Each case will be handled individually based on the specific situation. In general, when minor conflicts arise, the intern or cooperating mentor teacher is encouraged to attempt resolution in the following ways:

- Discuss your concern(s) with the individual and give him/her a couple of days to respond.
- If you are not satisfied with the response, contact the college supervisor to make an appointment for a conference to discuss the issue(s).
- If the situation is not resolved following this conference, the intern or cooperating mentor teacher may contact the Director of Teacher Education and file a formal complaint in writing. The Director of Teacher Education will respond to the complaint in writing.
- If still unsatisfied, the intern or cooperating mentor teacher may appeal to the LATEC committee for a review of the issue(s).

Unacceptable Internship Performance

The cooperating teacher should notify the Lyon coordinator as early as possible when an intern is not performing to expectations. The coordinator will work with the mentor teacher on an individual basis to specify areas that need improvement and strategies to be implemented. In general, the following options will be considered:

- The coordinator will be notified regarding the unacceptable quality of the intern's performance.
- The intern will be notified by the coordinator regarding problems that need to be addressed.
- When feasible, the coordinator, cooperating teacher, and intern will develop a teaching improvement plan (**TIP**) that includes
 - areas for improvement,
 - specific outcomes desired,
 - a timeline or specific deadlines, and
 - dates and signatures of the intern, the coordinator, and the cooperating teacher.
- A copy of this plan will be placed in the intern's file. If performance does not improve or if the intern does not agree to this plan, the intern may be dismissed from the internship.

Termination of Internship Placements

Possible causes for termination of an intern's placement may include, but are not limited to, the following concerns:

- the cooperating teacher or principal requests termination,
- unprofessional or unethical behavior by the intern in the placement setting,
- evidence of lack of sensitivity to multicultural situations in the setting,
- excessive absenteeism, tardiness, or failure to comply with established policies,
- failure to submit required lesson plans and other assignments in a timely manner,
- inappropriate interpersonal conduct with students, staff, faculty, and administrators,
- inappropriate attitude or hostility, and/or
- breach of confidentiality concerning a student.

Immediate termination may result if the safety of either the intern or any person at the partner school is compromised by the placement. A decision for immediate termination is made by the Director of Teacher Education, in consultation with the college supervisor and the appropriate personnel at the partner school. Any concerns regarding safety should be brought immediately to the attention of the college supervisor and/or the Director of Teacher Education.

Appendices



Appendix A

**Lyon College Teacher Education Program
STUDENT INTERNSHIP CONTRACT**

1. I will follow the agreed upon internship schedule as determined by the education faculty and the mentor teacher. I will follow school day hours (normal start time 7:30 – 7:45 and normal end time 3:30) and be punctual in arriving at school every day.
2. I will be present every day of student internship unless an emergency or illness should occur. If I must miss a day(s) of student internship, I will notify my mentor teacher and the building principal as soon as possible and the LATEC office by 8:30 a.m. on the day of the absence. Special arrangements may be made for me to make up the time I missed.
3. In the event of any unscheduled dismissal of school, I will immediately contact my college supervisor and/or the Director of Teacher Education for instructions on what to do.
4. As a representative of Lyon College, the school and community to which I am assigned, and the teaching profession, I will present myself in a professional manner both in and out of the classroom and will observe my assigned school's codes on conduct, progress, or other rules and regulations.
5. I will confer on a regularly scheduled basis with my mentor teacher regarding planning of work, performance, progress, or other matters pertaining to my student internship.
6. I will follow the "GUIDELINES COVERING ETHICAL PRACTICES" (K.S.A. 72-514), attached hereto.

I have read, and do understand, and agree to the above contract. I understand that a violation of any terms of this contract could result in my dismissal from student internship.

Signature of Intern:

Date:

Signature of Lyon Coordinator

Date:

Mentor Teacher Signature:

Date:

Mentor Teacher Signature:

Date:

Cooperating Principal Signature:

Date:

Appendix B

Guidelines Covering Ethical Practices

(Attachment to Student Internship Contract)

These guidelines reflect the generally accepted ethical practices relating to the educator's profession.

- (a) Educators in the performance of their professional duties shall be accountable for using the current scientific knowledge available concerning their profession.
- (b) Educators shall recognize basic dignities of all individuals with whom they interact in the performance of their professional duties.
- (c) Educators in the performance of their professional duties shall exercise due care to protect the mental and physical safety of students, colleagues, and subordinates for whom they are responsible.
- (d) Educators in the performance of their professional duties shall be accountable for maintaining their integrity and shall avoid accepting anything of value offered by another which is known to be or which may appear to be for the purpose of influencing their professional judgments.
- (e) Educators in the performance of their professional duties shall accurately represent their professional qualifications.
- (f) Educators in the performance of their professional duties shall be responsible to present any subject matter in a comprehensive, accurate and objective matter.
- (g) Educators in the performance of their professional duties shall extend to students the opportunity for individual action in pursuit of learning and shall take steps to ensure that the students shall have access to varying points of view unless there is just cause to act otherwise.
- (h) Educators, while performing their professional duties, shall take steps to ensure that their actions (or that of another on their behalf,) are not made with specific intent of advancing private economic interests. Private economic interests shall not be construed as including fair remuneration for professional services.
- (i) Educators in the performance of their professional duties shall keep in confidence such information as they may secure unless disclosure serves professional purposes or is required by law.
- (j) Educators shall not use their professional position, or public property, or intentionally permit another person to use an educators' professional position or public property for which the educator is responsible, for partisan political, or sectarian religious purposes, except that this shall in no way limit their constitutional or legally protected right as a citizen.
- (k) Educators in the performance of their professional duties shall direct persons to carry out only professional functions for which they are qualified.
- (l) Educators shall always keep in mind that the educational institutions and the profession itself exist for the student and not the student for the profession.

(Adapted from K.S.A. 72-514; effective January 1, 1972)

Appendix C

Sample Student Internship Schedule

For both the fall and spring semester interns will provide an electronic copy of their intern schedule to their instructor. This should include times at the intern placement and times in class on campus. Schedule should be typed, in chart form, or in an easy to read and understand format.

Example Intern Schedule to give college supervisor:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 9:00		7:30 – 2:30		7:30 – 2:30	7:30 – 3
9:00 – 10:00	Lyon Class	Internship at Eagle Mtn.	Lyon Class	Internship at Eagle Mtn.	Internship at Eagle Mtn.
10:00 – 11:00	10 - 3		10 - 3		
11:00 – 12:00	Internship at		Internship at		
12:00 – 1:00	Eagle Mtn.		Eagle Mtn.		
1:00 – 2:00					
2:00 – 3:00		Lyon Class		Lyon Class	
3:00 – 4:00			Lyon Class		
4:00 – 5:00	Lyon Class 4 – 5:30		Lyon Class 4 – 5:30		
5:00 – 6:00					

Lyon College Lesson Plan
Adapted from Charlotte Danielson's Framework for Teaching

Student Teacher: _____ **Subject:** _____

Topic: _____ **Grade Level** _____ **Date:** _____

Number of Students: _____

Set/Introduction: *How will you state objective, focus learning, activate background experiences, and motivate students? What is the relationship to past and future learning and how does this lesson fit within the discipline?*

Learning Objectives

What are your objectives for student learning in this lesson? That is, what do you intend students to learn?

Academic Objectives:

Social/Emotional/Behavior Objectives:

Why have you chosen these objectives? Do objectives take into account diverse and individualized learning needs?

Standards Addressed: *(Arkansas Frameworks or Common Core Standards - Include codes and expectations.)*

Procedures

Materials required:

What materials are required? Why these materials? Do you plan to utilize them in a meaningful way to reinforce skills & concepts?

Grouping for instruction:

How will you group students for instruction? Why have you chosen this grouping?

Teaching methods/Strategies:

Why these methods? How are you extending students' thinking? Are you incorporating technology into this lesson?

Activities planned:

Why these activities? How do they connect with the learning objective/outcome?

Special accommodations:

What students need specific accommodations in this lesson? What specific accommodations have you made for these student needs?

Closure

How will you bring closure to your lesson and review and restate your objective?

Evaluation

How and when do you plan to evaluate student learning on the content of this lesson?

Why have you chosen this approach to evaluation?

How is your evaluation tied to your lesson objective?

What (if any) documentation will you use? Attach a sample/copy to the lesson plan.

Self-evaluation and Reflection after teaching

(Due within 24 hours of teaching lesson. Please be specific.)

1. Did you depart from your plans in anyway? If so, why?
2. Did your students meet the learning goals planned for this lesson? Why or why not? What evidence do you have that the learning goals were met?
3. How will use the evidence collected and today's experience to improve your future teaching?
4. If you were going to teach this class again to the same group of students, what would you do different and what would you do the same? What were your strengths and weaknesses?
5. Identify an individual or group of students who had difficulty in today's lesson. How do you account for this performance? How will/would you help this (these) student(s) achieve the learning goals? Be specific.
6. Identify an individual or group of students who did especially well with this lesson today. How do you account for this performance?
7. Describe any action(s) you have taken to inform parents about lesson content and expectations and/or students' performance on lesson assessments. If you did not communicate with parents, in what ways could or should you have done so? (Attach samples if appropriate.)
8. Please add any other comments, reactions, or questions about this lesson. For example, is there anything that you felt particularly good, frustrated, or confused about?

Class Profile

Your Name:

School:

Mentor Teacher's Name:

Grade/Subject:

Please answer the following questions about student exceptionalities.

How many total students are in the class?	
How many male students?	
How many female students?	
What is the student's age range?	
How many students are English Language Proficient?	
How many students are limited English Language Proficient?	
How many students are blind or visually impaired	
How many are deaf or hearing impaired?	
How many are developmentally disabled?	
How many are emotionally or behaviorally disabled?	
How many are gifted?	
How many are learning disabled?	
How many are physically disabled?	
Other? (please specify)	

With respect to the following categories, how would you describe your students?

How many students are American Indian or Alaska Native?	
Asian?	
Black or African American?	
Hispanic or Latino?	
Native Hawaiian or Other Pacific Islander?	
White?	
Other (please specify)	

Please the answer the following questions to the best of your ability concerning the class in which you are either an observer or student intern.

1. How do you become familiar with what your students already know, in terms of both skills and cultural resources they bring to a classroom? Why is it important to become familiar with what your students already know? Give some specific examples.
2. How do you (or the teacher in this classroom) communicate with parents or guardians of students in this class?

3. **Is there anything about the learning environment that you think might affect your students or scheduled observations? (e.g. construction going on) If so please note here and/or on individual lesson plans turned in to observer.**
4. **What are the most important classroom routines, procedures, rules and expectations for student behavior that will be in operation during observed lessons?**
5. **Are there any special circumstances that the observer needs to be aware of in order to understand what will occur during scheduled observations.**
6. **When you need assistance with your teaching skills or when you have difficulties with a student(s), with whom do you talk?**
7. **How do you coordinate learning activities with other colleagues?**
8. **How do you coordinate learning activities with your supervising teacher?**
9. **Please attach a sketch of the arrangement of the instructional space for your classroom.**
10. **Please attach a seating chart with the students' names or a list of students for the class to be observed.**

Appendix F

Lyon College Intern Evaluation

Adapted from Charlotte Danielson's Framework for Teaching

Name:	School:	Date:					
Mentor Teacher:	Grade:	Subject:					
Lyon Supervisor:							
DOMAIN 1: PLANNING AND PREPARATION							
Component 1a: Demonstrating Knowledge of Content and Pedagogy	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Displays knowledge of content and the structure of the discipline.							
Displays knowledge of prerequisite relationships among topics and concepts.							
Displays knowledge of content-related pedagogy.							
Component 1b: Demonstrating Knowledge of Students	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Displays knowledge of child and adolescent development.							
Displays knowledge of how students learn.							
Displays understanding of the importance of knowing students' skills, knowledge, and language proficiency.							
Displays knowledge of students' interests and cultural heritage.							
Displays knowledge of students' special needs.							

Component 1c: Setting Instructional Outcomes	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area 0 pts.	needs assistance in this area 1 pt.	needs only modest assistance 1.5 pts.	performing at level of a beginning intern 2 pts.	rarely needs assistance 2.5 pts.	performing at level of beginning teacher 3 pts.	
Outcomes represent appropriate expectations, rigor, alignment, and sequence.							
Outcomes are clearly written in terms of student learning and are measurable.							
Outcomes reflect different types of learning.							
Outcomes are suitable for diverse learners.							
Component 1d: Demonstrating Knowledge of Resources	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area 0 pts.	needs assistance in this area 1 pt.	needs only modest assistance 1.5 pts.	performing at level of a beginning intern 2 pts.	rarely needs assistance 2.5 pts.	performing at level of beginning teacher 3 pts.	
Displays awareness of resources available in the school or district and some knowledge of those available through external sources.							
Displays awareness of resources that may enhance content and pedagogical knowledge.							
Displays awareness of resources for students.							
Component 1e: Designing Coherent Instruction	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area 0 pts.	needs assistance in this area 1 pt.	needs only modest assistance 1.5 pts.	performing at level of a beginning intern 2 pts.	rarely needs assistance 2.5 pts.	performing at level of beginning teacher 3 pts.	
Learning activities are appropriate to students and support learning							

outcomes.							
Materials to be used are appropriate to students and support learning outcomes.							
Grouping is appropriate to students' needs and supports learning outcomes.							
Lesson is coherent and well organized and pacing is appropriate.							
Component 1f: Designing Student Assessments	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Assessment strategy is aligned with learning outcomes.							
Assessment criteria and standards are clear.							
Assessment strategy includes formative evaluation methods.							
Considers how assessment results may be used to plan for future lessons.							
DOMAIN 2: THE CLASSROOM ENVIRONMENT							
Component 2a: Creating an Environment of Respect and Rapport	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Teacher-student interactions are mutually friendly and respectful and are appropriate to the age and cultures of the students.							
Student interactions with each other are generally polite and mutually respectful.							
Component 2b: Establishing a Culture for Learning	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points

	requires growth and practice in this area 0 pts.	needs assistance in this area 1 pt.	needs only modest assistance 1.5 pts.	performing at level of a beginning intern 2 pts.	rarely needs assistance 2.5 pts.	performing at level of beginning teacher 3 pts.	
Displays enthusiasm for content and students recognize its value.							
Displays high expectations for students through instructional outcomes, activities, assignments, and classroom interactions.							
Students accept teacher's high expectations and take pride in their work.							
Component 2c: Managing Classroom Procedures	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Instructional groups are well organized and productive with minimal supervision.							
Transitions are smooth with minimal loss of instructional time.							
Utilizes resources with minimal loss of instructional time.							
Manages non-instructional duties efficiently.							
Component 2d: Managing Student Behavior	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Standards of conduct are clear to all students.							
Is alert and responsive to student behavior at all times.							
Response to misbehavior is appropriate to students and respects the dignity of students, or student behavior is generally appropriate.							

DOMAIN 3: INSTRUCTION							
Component 3a: Communicating with Students	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Teacher's purpose for the lesson is clear, and connections to broader learning are clear.							
Clearly explains directions and procedures to students.							
Explains content in a way that is appropriate to students and connects to previous knowledge and experience.							
Speaks clearly and correctly, and vocabulary is appropriate to students' ages and interests.							
Component 3b: Using Questioning and Discussion Techniques	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Most teacher questions require higher order thinking, and adequate wait time is allowed for student responses.							
Facilitates discussion among students.							
Attempts to engage all students in the discussion.							
Component 3c: Engaging Students in Learning	Below Basic requires growth and practice in this area	Basic needs assistance in this area	Above Basic needs only modest assistance	Proficient performing at level of a beginning intern	Near Target rarely needs assistance	Target performing at level of beginning teacher	Total Points

	0 pts.	1 pt.	1.5 pts.	2 pts.	2.5 pts.	3 pts.	
Activities and assignments are appropriate to students and engage them in exploring content.							
Instructional grouping is appropriate to students and instructional goals.							
Materials and resources engage students in attaining instructional goals.							
Structure and pacing of activities are appropriate to students and goals.							
Component 3d: Using Assessment in Instruction	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area	needs assistance in this area	needs only modest assistance	performing at level of a beginning intern	rarely needs assistance	performing at level of beginning teacher	
	0 pts.	1 pt.	1.5 pts.	2 pts.	2.5 pts.	3 pts.	
Assessment criteria and performance standards are understood by students.							
Monitors student progress during the lesson and adjusts as needed.							
Teacher feedback to students is timely and appropriate.							
Students use assessment criteria and performance standards to assess their own work.							
Component 3e: Demonstrating Flexibility and Responsiveness	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area	needs assistance in this area	needs only modest assistance	performing at level of a beginning intern	rarely needs assistance	performing at level of beginning teacher	
	0 pts.	1 pt.	1.5 pts.	2 pts.	2.5 pts.	3 pts.	
Makes adjustments to plan as needed with minimal disruption to lesson flow.							
Responds appropriately to students' questions and interests.							
Seeks strategies for working successfully with students who are having difficulty learning content.							

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES							
Component 4a: Reflecting on Teaching	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Assesses with some accuracy the effectiveness of the lesson and progress toward achieving instructional goals, citing evidence.							
Describes what he/she will try next time as a result of this experience.							
Component 4b: Maintaining Accurate Records	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
System for maintaining a record of student completion of assignments is effective.							NA
System for maintaining a record of student progress on learning goals is effective.							
System for maintaining a record of non-instructional activities is effective.							
Component 4c: Communicating with Families	Below Basic requires growth and practice in this area	Basic needs assistance in this area	Above Basic needs only modest assistance	Proficient performing at level of a beginning intern	Near Target rarely needs assistance	Target performing at level of beginning teacher	Total Points

	0 pts.	1 pt.	1.5 pts.	2 pts.	2.5 pts.	3 pts.	
Provides information to families about the instructional program.							
Communicates with families regularly about students' progress and is available to discuss concerns as needed.							
Tries to engage families in the instructional program as appropriate.							
Component 4d: Participating in a Professional Community	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Relationships with colleagues are mutually supportive and cooperative.							
Is an active participant in a culture of professional inquiry.							
Volunteers to participate in school events and/or in school and district projects.							
Component 4e: Growing and Developing Professionally	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Seeks to improve content knowledge and pedagogical skills.							
Welcomes feedback from colleagues and peers.							
Participates in assisting other educators.							
Component 4f: Showing Professionalism	Below Basic requires growth and practice in this area	Basic needs assistance in this area	Above Basic needs only modest assistance	Proficient performing at level of a beginning intern	Near Target rarely needs assistance	Target performing at level of beginning teacher	Total Points

Appendix G

INTERN WEEKLY REPORT FORM

Intern Name:

Mentor Name:

Weekly Conference Date:

List of intern responsibilities for this week:

Total hours for the week:

Scheduled time missed – provide dates and indicate whether absence was a full day (F) or a partial day (P) AND give reason for absence:

Intern goal(s) for next week:

Mentor comments:

Mentor signature: _____

Appendix H



Contact Information Form	
Name:	
Address:	
Home Phone:	
Alternate Phone:	
School Phone:	
Preferred Email:	

Please check all that apply.

I prefer to be contacted by:

- ☐ Email
- ☐ Cell phone
 - ☐ I do allow text messages.
 - ☐ I do not allow text messages.
- ☐ School phone
- ☐ Home phone
- ☐ School visit
- ☐ Any of the above marked methods are fine.

Please only contact me by phone between the hours of ____ a.m. and ____ p.m.

- ☐ I do check email frequently.
- ☐ I do not check email frequently.

Other Comments:

2010 Mentor FINAL Eval of Intern and Program

1. Evaluate Lyon's Teacher Education Program

Colleagues –

Thank you for your willingness to host a Lyon College student intern. Your role in developing future educators is both significant and influential. As a small token of our very great appreciation, you will soon receive a modest honorarium in the mail. However, in order to process it, you will need to fill out and return this information. We are asking for your impressions of our teacher preparation program. We are striving to make improvements to our program and value your feedback!

Again, please accept our deepest appreciation for your collaboration with our teacher preparation program.

Sincerely,

Kathy Price, Ed.D.
Director of Teacher Education

DIRECTIONS: PLEASE ANSWER THE FOLLOWING QUESTIONS AND COMMENT ON THEM AS YOU CHOOSE. ALL INFORMATION WILL BE USED TO IMPROVE THE PROGRAM AND WILL BE TREATED CONFIDENTIALLY.

*** 1. Please provide the following contact information:**

Name:
School:
Address:
Address 2:
City/Town:
State:
ZIP:

2. My overall rating of my experience THIS YEAR with Lyon's Teacher Education program was:

- ☐ A. Excellent
☐ B. Good
☐ C. Fair
☐ D. Poor

3. The material I received to assist me was well organized and presented clearly and I was given contact information and knew exactly how to contact the Lyon College Faculty representative with whom I worked.

- ☐ A. Yes
☐ B. No
☐ C. Somewhat or not sure

2010 Mentor FINAL Eval of Intern and Program

4. Discussions and interactions between a Lyon Teacher Education faculty member and myself were encouraged and facilitated effectively, and I was given advice, feedback, or assistance in a timely manner if requested.

- ☐ A. Yes
☐ B. No
☐ C. Somewhat or not sure

5. I felt respected by the Lyon College Faculty Member.

- ☐ A. Yes
☐ B. No
☐ C. Somewhat or not sure

6. I would consider working with Lyon College teacher education students again in the future.

- ☐ A. Yes
☐ B. No
☐ C. Somewhat or not sure

7. I felt the Lyon College Faculty member visited the student intern and/or my classroom

- ☐ A. about the right number of times
☐ B. Too frequently
☐ C. Not enough

8. Please comment on what you consider to be the STRONGEST aspect of Lyon's Teacher Education program:

9. Please comment on what you consider to be the WEAKEST aspect of Lyon's Teacher Education program:

10. Do you have any additional comments or suggestions for changes that could improve the Lyon Teacher Education program?

Mentor Teacher Final Evaluation of Intern

Adapted from Charlotte Danielson's Framework for Teaching

Name:	School:	Date:					
Mentor Teacher:	Grade:	Subject:					
Lyon Supervisor:							
DOMAIN 1: PLANNING AND PREPARATION							
Component 1a: Demonstrating Knowledge of Content and Pedagogy	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
	Displays knowledge of content and the structure of the discipline.						
	Displays knowledge of prerequisite relationships among topics and concepts.						
	Displays knowledge of content-related pedagogy.						
Component 1b: Demonstrating Knowledge of Students	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
	Displays knowledge of child and adolescent development.						
	Displays knowledge of how students learn.						
	Displays understanding of the importance of knowing students' skills, knowledge, and language proficiency.						
	Displays knowledge of students' interests and cultural heritage.						
	Displays knowledge of students' special needs.						

Component 1c: Setting Instructional Outcomes	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area 0 pts.	needs assistance in this area 1 pt.	needs only modest assistance 1.5 pts.	performing at level of a beginning intern 2 pts.	rarely needs assistance 2.5 pts.	performing at level of beginning teacher 3 pts.	
Outcomes represent appropriate expectations, rigor, alignment, and sequence.							
Outcomes are clearly written in terms of student learning and are measurable.							
Outcomes reflect different types of learning.							
Outcomes are suitable for diverse learners.							
Component 1d: Demonstrating Knowledge of Resources	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area 0 pts.	needs assistance in this area 1 pt.	needs only modest assistance 1.5 pts.	performing at level of a beginning intern 2 pts.	rarely needs assistance 2.5 pts.	performing at level of beginning teacher 3 pts.	
Displays awareness of resources available in the school or district and some knowledge of those available through external sources.							
Displays awareness of resources that may enhance content and pedagogical knowledge.							
Displays awareness of resources for students.							
Component 1e: Designing Coherent Instruction	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area 0 pts.	needs assistance in this area 1 pt.	needs only modest assistance 1.5 pts.	performing at level of a beginning intern 2 pts.	rarely needs assistance 2.5 pts.	performing at level of beginning teacher 3 pts.	
Learning activities are appropriate to students and support learning							

outcomes.							
Materials to be used are appropriate to students and support learning outcomes.							
Grouping is appropriate to students' needs and supports learning outcomes.							
Lesson is coherent and well organized and pacing is appropriate.							
Component 1f: Designing Student Assessments	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Assessment strategy is aligned with learning outcomes.							
Assessment criteria and standards are clear.							
Assessment strategy includes formative evaluation methods.							
Considers how assessment results may be used to plan for future lessons.							
DOMAIN 2: THE CLASSROOM ENVIRONMENT							
Component 2a: Creating an Environment of Respect and Rapport	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Teacher-student interactions are mutually friendly and respectful and are appropriate to the age and cultures of the students.							
Student interactions with each other are generally polite and mutually respectful.							

Component 2b: Establishing a Culture for Learning	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Displays enthusiasm for content and students recognize its value.							
Displays high expectations for students through instructional outcomes, activities, assignments, and classroom interactions.							
Students accept teacher's high expectations and take pride in their work.							
Component 2c: Managing Classroom Procedures	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Instructional groups are well organized and productive with minimal supervision.							
Transitions are smooth with minimal loss of instructional time.							
Utilizes resources with minimal loss of instructional time.							
Manages non-instructional duties efficiently.							
Component 2d: Managing Student Behavior	Below Basic requires growth and	Basic needs assistance	Above Basic needs only modest	Proficient performing at level of a	Near Target rarely needs	Target performing at level of	Total Points

	practice in this area	in this area	assistance	beginning intern	assistance	beginning teacher	
	0 pts.	1 pt.	1.5 pts.	2 pts.	2.5 pts.	3 pts.	
Standards of conduct are clear to all students.							
Is alert and responsive to student behavior at all times.							
Response to misbehavior is appropriate to students and respects the dignity of students, or student behavior is generally appropriate.							
DOMAIN 3: INSTRUCTION							
Component 3a: Communicating with Students	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Teacher's purpose for the lesson is clear, and connections to broader learning are clear.							
Clearly explains directions and procedures to students.							
Explains content in a way that is appropriate to students and connects to previous knowledge and experience.							
Speaks clearly and correctly, and vocabulary is appropriate to students' ages and interests.							
Component 3b: Using Questioning and Discussion Techniques	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Most teacher questions require higher order thinking, and adequate wait time is allowed for student responses.							
Facilitates discussion among students.							

Attempts to engage all students in the discussion.							
Component 3c: Engaging Students in Learning	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area	needs assistance in this area	needs only modest assistance	performing at level of a beginning intern	rarely needs assistance	performing at level of beginning teacher	
	0 pts.	1 pt.	1.5 pts.	2 pts.	2.5 pts.	3 pts.	
Activities and assignments are appropriate to students and engage them in exploring content.							
Instructional grouping is appropriate to students and instructional goals.							
Materials and resources engage students in attaining instructional goals.							
Structure and pacing of activities are appropriate to students and goals.							
Component 3d: Using Assessment in Instruction	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area	needs assistance in this area	needs only modest assistance	performing at level of a beginning intern	rarely needs assistance	performing at level of beginning teacher	
	0 pts.	1 pt.	1.5 pts.	2 pts.	2.5 pts.	3 pts.	
Assessment criteria and performance standards are understood by students.							
Monitors student progress during the lesson and adjusts as needed.							
Teacher feedback to students is timely and appropriate.							
Students use assessment criteria and performance standards to assess their own work.							
Component 3e: Demonstrating Flexibility and Responsiveness	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area	needs assistance in this area	needs only modest assistance	performing at level of a beginning intern	rarely needs assistance	performing at level of beginning teacher	

	0 pts.	1 pt.	1.5 pts.	2 pts.	2.5 pts.	3 pts.	
Makes adjustments to plan as needed with minimal disruption to lesson flow.							
Responds appropriately to students' questions and interests.							
Seeks strategies for working successfully with students who are having difficulty learning content.							

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES							
Component 4a: Reflecting on Teaching	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
Assesses with some accuracy the effectiveness of the lesson and progress toward achieving instructional goals, citing evidence.							
Describes what he/she will try next time as a result of this experience.							
Component 4b: Maintaining Accurate Records	Below Basic requires growth and practice in this area 0 pts.	Basic needs assistance in this area 1 pt.	Above Basic needs only modest assistance 1.5 pts.	Proficient performing at level of a beginning intern 2 pts.	Near Target rarely needs assistance 2.5 pts.	Target performing at level of beginning teacher 3 pts.	Total Points
System for maintaining a record of student completion of assignments is effective.							
System for maintaining a record of student progress on learning goals is effective.							
System for maintaining a record of non-instructional activities is							

effective.							
Component 4c: Communicating with Families	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area	needs assistance in this area	needs only modest assistance	performing at level of a beginning intern	rarely needs assistance	performing at level of beginning teacher	
	0 pts.	1 pt.	1.5 pts.	2 pts.	2.5 pts.	3 pts.	
	Provides information to families about the instructional program.						
	Communicates with families regularly about students' progress and is available to discuss concerns as needed.						
	Tries to engage families in the instructional program as appropriate.						
Component 4d: Participating in a Professional Community	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area	needs assistance in this area	needs only modest assistance	performing at level of a beginning intern	rarely needs assistance	performing at level of beginning teacher	
	0 pts.	1 pt.	1.5 pts.	2 pts.	2.5 pts.	3 pts.	
	Relationships with colleagues are mutually supportive and cooperative.						
	Is an active participant in a culture of professional inquiry.						
	Volunteers to participate in school events and/or in school and district projects.						
Component 4e: Growing and Developing Professionally	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area	needs assistance in this area	needs only modest assistance	performing at level of a beginning intern	rarely needs assistance	performing at level of beginning teacher	
	0 pts.	1 pt.	1.5 pts.	2 pts.	2.5 pts.	3 pts.	
	Seeks to improve content knowledge and pedagogical skills.						
	Welcomes feedback from colleagues and peers.						

Participates in assisting other educators.							
Component 4f: Showing Professionalism	Below Basic	Basic	Above Basic	Proficient	Near Target	Target	Total Points
	requires growth and practice in this area 0 pts.	needs assistance in this area 1 pt.	needs only modest assistance 1.5 pts.	performing at level of a beginning intern 2 pts.	rarely needs assistance 2.5 pts.	performing at level of beginning teacher 3 pts.	
Displays high standards of honesty, integrity, and confidentiality in interactions.							
Displays a desire to serve students.							
Works to ensure that all students have a fair opportunity to succeed.							
Maintains an open mind.							
Complies fully with school and district regulations.							
Comments:					Domain 1		
					Domain 2		
					Domain 3		
					Domain 4		
					TOTAL POINTS		

Recommendation Form for 2011-12 Internship

1. Lyon College Teacher Education Applicant Information

* 1. Name of applicant:

2. Candidate Rating

You have been asked to provide a recommendation for a student who is applying for admission to the Lyon College Teacher Education Program. Please complete this form by checking the appropriate box for each statement that follows.

* 2. THIS CANDIDATE . . .

	Satisfactory for teaching	Should be reviewed	Should NOT teach	No opportunity to observe
demonstrates proficiency in reading, writing, speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrates intellectual ability in a liberal arts major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrates skills in organization, planning, and time management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
displays enthusiasm for the teaching profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is committed to lifelong learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will utilize research, reflection, and assessment to improve teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will respect, accept, and support ALL students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will utilize technology as an instructional tool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
appreciates the need for effective communication and is able to communicate effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will be willing to collaborate effectively with colleagues in cooperative teaching/learning teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will be willing to use a variety of teaching/learning strategies at the appropriate developmental level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will strive to create and maintain a positive classroom environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Additional Comments:

Recommendation Form for 2011-12 Internship

3. Summary Recommendation

*** 4. Based on your knowledge of the candidate in a general sense, please indicate your evaluation of his/her suitability for admission to the Lyon College Teacher Education Program by checking the appropriate statement below.**

☐ I recommend this candidate without reservations.

☐ I recommend this candidate with reservations.

☐ I do not recommend this candidate

*** 5. Please provide the following information about yourself.**

Name:

Title/Position:

How long have you known
this applicant?

Email address or phone
number

Arkansas ACT 703

The Arkansas State Legislature recently passed ACT 703 in the 86th General Assembly which makes teachers responsible for reporting child abuse even more directly than in the past.

These are the portions of the ACT that affect teacher education. All teachers need to be aware of their responsibility to protect children and youth. You are a mandated reporter.

SECTION 3. Arkansas Code Title 6, Chapter 61, Subtitle 1 is amended to add an additional section to read as follows:

6-21-131. Training for mandatory reporters.

For each degree program at an institution of higher learning in this state that is a prerequisite for licensure or certification in a profession in which the professional is a child maltreatment mandated reporter under the Child Maltreatment Act, § 12-1-2-501 et seq., the Department of Higher Education shall coordinate with all the higher education institutions to ensure that before receiving a degree each graduate receives, including without limitation, training in:

- (1) Recognizing the signs and symptoms of child abuse and neglect;
- (2) The legal requirements of the Child Maltreatment Act, §12-1-2-501 et seq., and the duties of mandated reporters under the act; and
- (3) Methods for managing disclosures regarding child victims.

SECTION 9. Arkansas Code § 12-12-507(b), concerning reports of 36 suspected abuse or neglect, is amended to read as follows:

- (1) When any individual listed in subdivision (b)(4) of this section has reasonable cause to suspect that a child has been subjected to child maltreatment or has died as a result of child maltreatment or observes a child being subjected to conditions or circumstances that would reasonably result in child maltreatment, he or she shall immediately notify the child abuse hotline by telephone call, facsimile transmission, or online reporting.
- (2) The Child Abuse Hotline shall review the information received under subdivision of this section to determine if the information rises to the minimum standards for investigation under this subchapter.
- (3) (A) Facsimile transmission and online reporting may be used in non-emergency situations by an identified reporter who provides the following contact information:
 - (i) Name and phone number; and
 - (ii) In the case of online reporting, the email address of the identified reporter.

(B) The hotline shall provide confirmation of the receipt of a facsimile transmission via a return facsimile transmission or via online receipt.

(C) A mandated reporter who wishes to remain anonymous shall make the report through the child abuse hot line toll-free telephone system.

(4) The following individuals are mandated reporters under this subsection:

- (1) Any child care worker or foster care worker;
- (2) A coroner;
- (3) A day care center worker;
- (4) A dentist;
- (5) A dental hygienist;
- (6) A domestic abuse advocate;
- (7) A domestic violence shelter employee;
- (8) A domestic violence shelter volunteer;
- (9) An employee of the Department of Health and Human Services;
- (10) An employee working under contract for the Division of Youth Services of the Department of Health and Human Services;
- (11) Any foster parent;
- (12) A judge;
- (13) A law enforcement official;
- (14) A licensed nurse;
- (15) Any medical personnel who may be engaged in the admission, examination, care, or treatment of persons;
- (16) A mental health professional;
- (17) An osteopath;
- (18) A peace officer;
- (19) A physician;
- (20) A prosecuting attorney;
- (21) A resident intern;
- (22) A school counselor;
- (23) A school official;
- (24) A social worker;
- (25) A surgeon;
- (26) A teacher;

SECTION 10. Arkansas Code § 12-12-507(c), concerning prohibitions on interference with reports of child abuse, is amended to read as follows:

- (1) No privilege or contract shall prevent anyone from reporting child maltreatment when he or she is a mandated reporter as required by this section.
- (2) No school, Head Start program, or day care facility shall prohibit an employee or volunteer from directly reporting child maltreatment to the child abuse hotline.
- (3) No school, Head Start program, or day care facility shall require an employee or volunteer to obtain permission or notify any person, including an employee or supervisor, before reporting child maltreatment to the child abuse hotline.

SECTION 13. Arkansas Code Title 16, Chapter 10, Subchapter 1 is amended to add an additional section to read as follows:

16-10-138. Mandatory reporter training.

- (a) The Administrative Office of the Courts shall develop a web based curriculum concerning mandatory reporter training that will include without limitation:

- (1) The signs and symptoms of abuse;
- (2) Training on the specifics that are required to be reported under law and rules; and
- (3) The managing of disclosures.

(b) The Department of Health and Human Services shall serve as the host for the web based curriculum developed by the Administrative Office of the Courts.

Arkansas Code of Ethics

These rules governing the Code of Ethics for Arkansas Educators were adopted in June, 2008.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE CODE OF ETHICS FOR ARKANSAS EDUCATORS June 9, 2008

1.00 Title

- 1.01 These rules shall be known as the Arkansas State Board of Education Rules Governing the Code of Ethics for Arkansas Educators.

2.00 Regulatory Authority

- 2.01 These rules are promulgated pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-17-401, 6-17-410, 6-17-422 (Act 846 of 2007) and 25-15-201 et seq.

3.00 Purpose

- 3.01 The purpose of the Rules Governing the Code of Ethics for Arkansas Educators (Code) is to define Standards of professional conduct and to outline procedures for investigations and enforcement of the Code.
- 3.02 The professional, ethical educator contributes to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good and individual rights. These values are the ethical premises for the Standards of professional behavior and ethical decision-making established in this *Code of Ethics for Arkansas Educators*. By establishing Standards of ethical conduct, this code promotes the health, safety, and general welfare of students and educators and ensures the citizens of Arkansas a degree of accountability within the education profession.

4.00 Definitions

For the purposes of these rules, the following terms mean:

- 4.01 **Complaint** is any validated, written and signed statement from the Arkansas Department of Education, local school board, the Arkansas State Board of Education, or public school superintendent of this state filed with the Professional Licensure Standards Board alleging that an educator has breached one or more of the Standards in the Code of Ethics for Educators.

- 4.02 **Conviction** includes a plea of guilty or a plea of *no lo contend ere*, or a finding or verdict of guilty, regardless of whether an appeal of the conviction has been sought, or a criminal conviction has been sealed or expunged; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.
- 4.03 **Denial** is the refusal to grant a teaching license to an applicant for a teaching license.
- 4.04 **Dispositions** are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.
- 4.05 **Educator** is a teacher, school or school system administrator or other education personnel who has been issued a teaching license by the Arkansas State Board of Education. For the purposes of the Code, *educator* **also refers to a licensed student intern,**
- 4.06 **Monitoring** is at a minimum a semi-annual appraisal of the educator's conduct by the Professional Licensure Standards Board through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check or other requested information. The Arkansas State Board of Education specifies the length of the monitoring period.
- 4.07 **Probation** is the placing of conditions, requirements or circumstances on the status of a teaching license for a period of time established by the Arkansas State Board of Education. Generally, a license under probation must sufficiently satisfy such conditions, requirements or circumstances in order to maintain or be reinstated to the original non-probationary teaching license status.
- 4.08 **Reprimand** is a written admonishment from the Arkansas State Board of Education to the license holder for his or her conduct. The written reprimand cautions that further unethical conduct will lead to a more severe action and shall become a permanent entry in the licensure file of the educator and is associated with a monetary fine of the educator.
- 4.09 **Revocation** is the permanent invalidation of any teaching license held by the educator.
- 4.10 **School-sponsored activity** is any event or activity sponsored by the school or school system which includes but is not limited to athletic events, booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum (i.e., foreign language trips, etc.) whether on school-campus or not.
- 4.11 **Student** is any individual enrolled in the state's public or private schools from pre-kindergarten through grade 12.
- 4.12 **Suspension** is the temporary invalidation of any teaching license for a period of time specified by the Arkansas State Board of Education.

- 4.13 **Teaching License** refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Arkansas State Board of Education.
- 4.14 **Warning** is a written communication from the Arkansas State Board of Education to the license holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action and shall become a permanent entry in the licensure file of the educator.

5.00 Standards of Professional Conduct

The Standards of Professional Conduct are set forth as follows:

- 5.01 **Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.**
- 5.02 **Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.**
- 5.03 **Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.**
- 5.04 **Standard 4: An educator entrusted with public funds and property honors that trust with honest, responsible stewardship.**
- 5.05 **Standard 5: An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.**
- 5.06 **Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.**
- 5.07 **Standard 7: An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs while on school premises or at school-sponsored activities involving students.**

6.00 Disciplinary Action.

- 6.01 The Professional Licensure Standards Board (Board) is authorized to recommend to the State Board probation, suspension, revocation or denial of a teaching license or the issuance of a reprimand or warning after an investigation is held after notice and an opportunity for a hearing are provided to the license holder. The Board is also authorized to recommend other avenues to assist the educator via training, coursework or rehabilitative treatment. (All costs would be assumed by the educator.) The State Board of Education may direct the Arkansas Department of Education to monitor progress toward the completion of any corrective action. Any of the following shall be considered cause for recommendation of disciplinary action against the holder of a teaching license:

- An initial determination that there is probable cause to believe a breach of any of the Standards of the Code of Ethics in Section 5.00 or any conduct described in the offenses set forth in A.C.A. §§ 6-17-410 (c) (1) – (34) has occurred.
 - A failure to comply with the payment of any imposed fines.
 - Disciplinary action against a teaching license/certificate in another state on grounds consistent with unethical conduct specified in Section 5.00 or as stated in the bullets above in 6.01 of these rules.
- 6.02 An individual whose license has been revoked, denied or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of the Arkansas Code of Ethics for Educators.
- 6.03 The Arkansas State Board of Education shall notify local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported by the Arkansas Department of Education to national officials, including the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.

7.00 Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations

- 7.01 In considering and investigating complaints brought before it, the Professional Licensure Standards Board shall follow the procedures set forth in *Appendix A* to these rules, which are hereby fully incorporated into these rules as if fully set forth herein.

8.00 Fines and Fees

- 8.01 The State Board of Education, for violations of these Standards of Professional Conduct in all areas and as authorized by Ark. Code Ann. § 6-17-422 (Act 846 of 2007):
- a. May impose fines up the amounts listed in *Appendix B* to these rules, which is attached and is hereby fully incorporated into these rules as if fully set forth herein.
 - b. Shall impose fees for action taken pertaining to an educator's license as set forth in the attachment *Appendix B*.
 - c. Shall use the revenue collected by the State Board of Education from the fees and fines imposed per *Appendix B* of these Rules for the operation of the Professional Licensure Standards Board.

Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations

1. Complaint Received by the PLSB:

A *complaint* will be deemed a request to investigate. Except as provided in section iv. below, a request for investigation may be a written and validated signed statement of allegations filed with the Arkansas Department of Education, local school board, the Arkansas State Board of Education, or public school superintendent of this state which may be filed with the Professional Licensure Standards Board (PLSB). The request for investigation will be validated (i.e., verified as actually

being submitted by the requestor) by the agency listed above with which it is filed and forwarded as a complaint by that agency to the PLSB. When appropriate, the PLSB will provide a copy of the complaint to the superintendent or the president of the local school board (if the educator in question is the superintendent of the district) where the educator is employed.

- i. The Ethics Review Sub-Committee determines whether to investigate.
- ii. Letter sent to complainant about disposition of complaint.
- iii. Letter sent to Superintendent or President of the local school board if appropriate about disposition of complaint.
- iv. The following will automatically go to the sub-committee to open an investigation:
 - a) An affirmative answer concerning criminal or ethical violations on a licensure application.
 - b) Confirmation from the Arkansas State Police or the FBI, regarding criminal convictions.

2. Investigation Initiated by Professional Licensure Standards Board (PLSB)

- i. A letter will be sent to the educator requesting information/statement.
- ii. An Investigation is conducted.
- iii. An Investigative Summary will be sent to the Ethics Sub-Committee.

3. Probable Cause Determination Made

- i. The Ethics Sub-Committee determines if *probable cause* exists to take a recommendation to the State Board of Education for disciplinary action and, if so, what action.

4. Proposed Action or Hearing Offered

- i. A letter sent notifying the educator and the school district, if appropriate, of proposed PLSB action and the reason for the proposed action.
- ii. Educator may consent to the proposed action or may request a hearing before the Ethic Sub-Committee of the PLSB.
- iii. If an educator does not respond in thirty (30) days, the proposed action becomes a final decision recommended for Arkansas State Board of Education (SBE) action.

5. PLSB Evidentiary Hearing

- i. If the educator requests a hearing, an evidentiary hearing will be held before the Ethics Sub-Committee of the PLSB within ninety (90) days, but no earlier than thirty (30) days, from the date that the PLSB receives the educator's hearing request. Either party may request additional time subject to the subcommittee's approval
- ii. A decision by the Sub-Committee will be made.
- iii. The educator will be notified in writing of the Sub-Committee's decision. The educator may accept the initial decision or request a hearing before the SBE.

6. Evidentiary Hearing Procedures of the PLSB Sub-Committee

- i. The educator shall be notified in writing of the date, time and location of the Ethics Sub-Committee of the Professional Licensure Standards Board (PLSB) meeting at which his/her case will be considered. The notice will also state a deadline by which the educator must submit items to the sub-committee for consideration.
- ii. A representative of the PLSB and the educator (or his/her attorney) shall have up to twenty-five (25) minutes each to present their cases to the sub-committee. The chairperson of the subcommittee, may grant additional time to either or both parties, if necessary.
- iii. Each party will have the opportunity, should it so choose, to make an opening statement. The

statement shall be no longer than five (5) minutes in length; any such times used for an opening statement shall be deducted from the time allowed for case presentation listed in ii. above.

iv. The representative of the PLSB shall present its case (and opening statement, if it so chooses) to the hearing subcommittee of the Board first.

v. Any written documents, photographs or any other items of evidence may be presented to the hearing subcommittee with the permission of the Chairperson. The items of evidence shall be marked as either “PLSB Exhibit Number 1(et seq.)” or “Educator’s Exhibit Number 1 (et seq.).” After an item of evidence has been allowed to be presented to the hearing subcommittee by the Chairperson, the introducing party shall give one (1) copy to the court reporter for the record and one (1) copy to the Chairperson.

vi. After one party has questioned a witness, the other party shall have the same opportunity.

vii. Members of the hearing subcommittee shall also have the opportunity to ask questions of any witness or any party.

viii. While the scope of each party’s presentation ultimately lies within the chairperson’s discretion, case presentation should be arranged in such a way as to avoid redundant testimony.

ix. After the educator has presented his/her case, the chairperson may allow each party to present limited rebuttal testimony.

x. After the rebuttal evidence has been presented, the educator shall have up to five (5) minutes to present a closing statement, if desired.

xi. After the educator has made a closing statement, or waived the opportunity for the same, the representative of the PLSB shall have up to five (5) minutes to make his/her closing statement, if desired.

xii. After closing statements have been made (or the opportunity to make them has been waived), the hearing subcommittee may orally announce its decision. Alternatively, the hearing subcommittee may take the case under advisement and render a written decision at a later time.

xiii. A written decision reflecting the hearing subcommittee’s final decision and recommendation shall be promptly prepared by the PLSB for the chairperson of the hearing subcommittee’s signature. A copy of the decision and recommendation shall be timely transmitted to the educator, the PLSB and the SBE.

xiv. The educator shall have thirty (30) days from the receipt of the decision and recommendation to appeal the sub-committee’s decision to the SBE. Should the educator not file an appeal to the SBE within the above-referenced thirty (30) day time period, the decision of the sub-committee shall become non-appealable.

Addendum

The following evaluation forms are for the candidate's specialized area of content and will be used 1 or 2 times during the senior internship in addition to the regular evaluation component.

Student Internship NAEYC Early Childhood Evaluation

Criteria	Target/3 Performing at the level of an independent beginning teacher	Acceptable/2 Intern needs only modest assistance from mentor teacher	Unacceptable/1 Intern requires growth and practice in this area; Needs more than modest assistance.	Evidence
NAEYC Standard 1: This candidate uses his or her understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.				
NAEYC Standard 2: This candidate knows about, understands, and values the importance and complex characteristics of children's families and communities. He or she uses this understanding to create respectful, reciprocal relationships that support and empower families, and involves all families in their children's development and learning.				
NAEYC Standard 3: This candidate knows about and understands the goals, benefits, and uses of assessment. He or she knows about and uses systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.				

Criteria	Target/3 Performing at the level of an independent beginning teacher	Acceptable/2 Intern needs only modest assistance from mentor teacher	Unacceptable/1 Intern requires growth and practice in this area; Needs more than modest assistance.	Evidence
NAECY Standard 4: This candidate integrates his or her understanding of and relationships with children and families; his/her understanding of developmentally effective approaches to teaching and learning; and his/her knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.				
NAECY Standard 5: The candidate identifies and conducts his/herself as a member of the early childhood profession. He/she knows and uses ethical guidelines and other professional standards related to early childhood practice. He/she is a continuous, collaborative learner who demonstrates knowledgeable, reflective, and critical perspectives on his/her work, making informed decisions that integrate knowledge from a variety of sources. He/she is informed advocates for sound educational practices and policies.				

Additional Comments/Concerns/Recommendations:

Student Internship Secondary Math Evaluation – NCTM Standards

Criteria	Target/3 Performing at the level of an independent beginning teacher	Acceptable/2 Intern needs only modest assistance from mentor teacher	Unacceptable/1 Intern requires growth and practice in this area; Needs more than modest assistance.	Evidence
Content presented was mathematically correct. NCTM: 9,10, 11, 12, 13, 14,15 depending on the lesson being taught				
Strategies and/or manipulatives used were appropriate for the content. NCTM: 3,4				
Technology was used appropriately as a tool to enhance the conceptual understanding. NCTM: 6				
Candidate/intern answered student questions with confidence that demonstrates he/she knows the mathematics to respond accurately and appropriately. NCTM: 7,8				

Additional Comments/Concerns/Recommendations:

Student Internship Secondary Social Studies Evaluation – NCSS Standards

Criteria	Target/3 Performing at the level of an independent beginning teacher	Acceptable/2 Intern needs only modest assistance from mentor teacher	Unacceptable/1 Intern requires growth and practice in this area; Needs more than modest assistance.	Evidence
This candidate presented content that was factually correct and consistent with professionally acceptable methodology. NCSS: 1.1 – 1.10				
The candidate used strategies that were appropriate for the content, and communicated both factual accuracy and meaning. NCSS: 3.1, 3.2				
The candidate utilized technology appropriately as a tool to enhance the conceptual understanding. NCSS: 3.1, 3.2				
The candidate/intern answered student questions with confidence that demonstrates he/she knows the Social Studies content to respond accurately and appropriately. NCSS: 1.1 – 1.10, 3.1				

Additional Comments/Concerns/Recommendations:

Student Internship Secondary English/Language Arts Evaluation – NCTE Standards

Criteria	Target/3 Performing at the level of an independent beginning teacher	Acceptable/2 Intern needs only modest assistance from mentor teacher	Unacceptable/1 Intern requires growth and practice in this area; Needs more than modest assistance.	Evidence
This candidate presented content that was factually correct and consistent with professionally acceptable methodology. NCTE: 3.0 and 4.0 and subsequent sub-standards depending on content taught				
The candidate used strategies that were appropriate for the content. NCTE 2.0 and 3.0 and subsequent sub-standards depending on lesson taught.				
The candidate utilized technology appropriately as a tool to enhance the conceptual understanding. NCTE: 4.1				
The candidate/intern answers student questions with confidence that demonstrates he/she knows the content to respond accurately and appropriately. NCTE: 3.0 and subsequent sub-standards depending on lesson taught.				

Additional Comments/Concerns/Recommendations:

Student Internship Secondary Spanish Evaluation – ACTFL Standards

Criteria	Target/3 Performing at the level of an independent beginning teacher	Acceptable/2 Intern needs only modest assistance from mentor teacher	Unacceptable/1 Intern requires growth and practice in this area; Needs more than modest assistance.	Evidence
Candidate exhibits a satisfactory level of proficiency in the target language. ACTFL Standard 1				
Candidate demonstrates that he/she understands the connections among the perspectives of a culture and its practices and products. He/she integrates the cultural framework for foreign language standards into instructional practices. ACTFL Standard 2				
Candidate demonstrates an understanding of language acquisition and creates a supportive classroom learning environment that includes target language input and opportunities for meaningful interaction. ACTFL Standard 3.a				
Candidate utilizes a variety of instructional practices that reflect language outcomes and addresses the needs of diverse language learners. ACTFL Standard 3.b				
Candidate uses standards and curricular goals to evaluate, select, adapt, and design instructional materials. ACTFL Standard 4.c				

**Student Internship Secondary Spanish Evaluation –
ACTFL Standards continued...**

Criteria	Target - 3 Performing at the level of an independent beginning teacher	Acceptable - 2 Intern needs only modest assistance from mentor teacher	Unacceptable - 1 Intern requires growth and practice in this area; Needs more than modest assistance.	Evidence
Candidate practices ongoing assessment and reflects on results to adjust instruction accordingly. He/she reports results to all stakeholders and provides opportunity for discussion. ACTFL Standard 5 a.b.c.				
Candidate engages in professional development opportunities that strengthen his/her own linguistic and cultural competence and promotes reflection on practice. ACTFL Standard 6.a				
Candidate knows the value of foreign language learning to the overall success of all students and understands that he/she will need to become an advocate with students, colleagues, and members of the community to promote the field. ACTFL Standard 6.b				

Additional Comments/Concerns/Recommendations: